

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

MAY 14, 2015

E X H I B I T S

A-6: PRAXIS COMPUTER SCIENCE 4-12 TEST

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Test Requirements

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EXHIBIT ONE (1)

Letter from Attorney Cody Kees to Commissioner Key
(04/22/15) w/ Attachments

C E R T I F I C A T E

I, Sharon K. Hill, a Certified Court Reporter and Notary Public, do hereby certify that the exhibits contained herein, and as listed above, are true and correct originals or copies of the exhibits provided to me in the above-captioned matter.

WITNESS MY HAND AND SEAL THIS DATE: May 26, 2015.



Sharon K. Hill

SHARON K. HILL, CCR
Certified Court Reporter
Certificate No. 670



A-6
EXHIBIT ONE (1)



ARKANSAS DEPARTMENT OF EDUCATION

Adoption of Praxis Computer Science Test Requirement

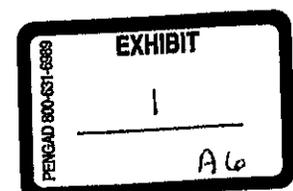
Act 187 of 2015 requires each public high school and public charter school to offer a course in computer science. Research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study for the Praxis™ Computer Science (5651) test. Two Arkansas computer science specialists served on the study panel that was held April 27-28, 2015.

For the Praxis™ Computer Science (5651) test, the recommended passing score is 171 on a 100–200 scale. When asked overall, how comfortable are you with the panel’s recommended passing score, 18 of the 24 study panelists responded “Very comfortable” (75%), 5 responded “Somewhat comfortable” (21%), and 1 responded “Very uncomfortable” (4%). Panel members were asked: Overall, the recommended passing score is: 2 (8%) responded “Too low”; 22 (92%) responded “About right”; and 0 (0%) responded too high.

The Department, with the approval of the Professional Licensure Standards Board, recommends adopting the Praxis™ Computer Science (5651) with a cut score of 171 effective September 1, 2015.

Attachments:

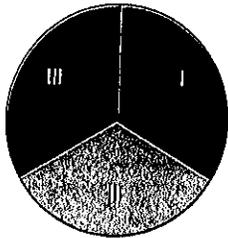
- Computer Science Technical Report
- Computer Science Test at a Glance Outline



1. Learn About Your Test

Learn about the specific test you will be taking

Computer Science (5651)

Test at a Glance			
Test Name	Computer Science		
Test Code	5651		
Time	3 hours		
Number of Questions	100		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Test
	I. Technology Applications Core	33–34	33.3%
	II. Program Design and Development	33–34	33.3%
	III. Programming Language Topics	33–34	33.3%

About This Test

The *Praxis* Computer Science (5651) test is designed to assess the knowledge, skills, and abilities necessary for a beginning teacher of computer science. Examinees have typically completed or nearly completed a bachelor's degree program with appropriate coursework in computer science and education.

The test covers three major content categories: technology applications core, program design and development, and programming language topics. The test is three hours long and contains 100 selected-response questions. For each question, the test taker is to select one answer from a list of four answer choices. Use of calculators is not allowed. The program fragments used in the questions are written in pseudocode and are not based on any specific programming language. Code segment examples are provided on page 10.

This test may contain some questions that will not count toward your score.

Test Specifications

Test specifications describe the knowledge and skills measured by the test.

I. Technology Applications Core

A. **The computer science teacher knows technology terminology and concepts; the appropriate use of hardware, software, and digital files; and how to acquire, analyze, and evaluate digital information.**

1. Knows technology terminology and concepts.
2. Demonstrates knowledge of various types of networks (e.g., LAN, WAN) and models for defining network standards and protocols (e.g., OSI, TCP/IP).
3. Knows the appropriate use of hardware components (e.g., input, processing, output, primary/secondary storage devices), operating systems, software applications, and networking components
4. Knows how to select, connect, and use a variety of input, output, and storage devices and peripherals (e.g., scanner, voice/sound recorders, touch screen, digital camera, printer).
5. Knows how to evaluate software (e.g., graphics, animation, multimedia, video, Web authoring) for quality, appropriateness, effectiveness, and efficiency and how to make decisions regarding its proper acquisition and use.
6. Knows how to perform basic application functions (e.g., opening an application program; creating, modifying, saving, and printing documents) and how to access, manage, and manipulate information from secondary storage devices.
7. Knows strategies for acquiring information from electronic resources (e.g., encyclopedias, databases, libraries of images, reference software, Internet).
8. Knows search strategies (e.g., keyword, Boolean, natural language) for locating and retrieving information in electronic formats (e.g., text, audio, video, graphics).
9. Knows how to assess the accuracy and validity of acquired information.
10. Knows how to resolve information conflicts through research and comparison of data from multiple sources.

11. Demonstrates knowledge of the ethical acquisition (e.g., citing sources using established methods) and acceptable versus unacceptable use of information (e.g., privacy, hacking, piracy, vandalism, viruses, current laws and regulations).
 12. Demonstrates knowledge of intellectual property rights and related issues (e.g., copyright laws, fair use, patents, trademarks) when using, manipulating, and editing electronic data.
 13. Knows how to use online help and other support documentation.
 14. Knows how to use technical-writing strategies to develop documentation for a variety of communication products.
 15. Demonstrates knowledge of the impact of technology on society and the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.
 16. Investigates measures (e.g., passwords, virus detection/prevention) to protect computer systems and databases from unauthorized use and tampering.
- #### B. **The computer science teacher knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.**
1. Knows how to plan, create, and edit documents using word processing features (e.g., readable fonts, alignment, page setup, tabs, ruler settings) to solve problems and communicate results.
 2. Knows how to plan, create, and edit spreadsheets using spreadsheet features (e.g., data types, formulas, functions, charts) to solve problems and communicate results.
 3. Knows how to plan, create, and edit databases using database features (e.g., defining fields, entering data, creating horizontal and vertical layouts) to solve problems and communicate results.
 4. Knows how to integrate one or more objects (e.g., tables, charts, graphs, graphics) into a product.
 5. Knows how to use productivity tools to create products (e.g., slide shows, posters, multimedia presentations, spreadsheets) for defined audiences.
 6. Knows how to publish information in a variety of ways (e.g., printed copy, monitor displays, Internet documents, video).

7. Knows how to use telecommunications tools (e.g., Internet browsers, video conferencing, distance learning) for a variety of purposes.
 8. Knows how to use interactive virtual environments (e.g., virtual field trips, instructional simulations).
 9. Knows how to use collaborative software.
 10. Knows how to share information through online communication.
 11. Demonstrates knowledge of issues concerning proper etiquette when communicating using electronic tools.
 12. Demonstrates knowledge of how to design and implement procedures to track trends, set timelines, and review and evaluate products using technology tools (e.g., database managers, daily/monthly planners, project management tools)
 13. Knows how to evaluate projects for design, purpose, audience, and content delivery using various criteria (e.g., technology specifications, established criteria, rubrics)
 14. Knows how to select representative products to be collected and stored in an electronic evaluation tool and how to evaluate products for relevance to the assignment or task
 15. Knows how to plan and design communication products that are accessible to learners with diverse needs and abilities
- C. The computer science teacher knows how to plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching technology applications for all students.**
1. Knows how to plan computer science lessons using a range of instructional strategies for individuals and groups
 2. Demonstrates knowledge of issues related to the equitable use of technology (e.g., gender, ethnicity, language, disabilities, access to technology)
 3. Knows how to plan and implement instruction that allows students to use computer science in problem-solving and decision-making situations
 4. Knows how to develop and facilitate collaborative tasks and teamwork among group members
 5. Knows how to use technology tools to perform administrative tasks (e.g., attendance, grades, communication)
 6. Knows how to use a variety of instructional strategies to ensure students' reading comprehension
 7. Knows strategies to help students learn how to locate, retrieve, analyze, evaluate, communicate, and retain content-related information
 8. Knows how to evaluate student projects and portfolios using formal and informal assessment methods
 9. Knows the relationship between instruction and assessment and uses assessment results for gauging student progress and adjusting instruction
 10. Identifies resources to keep current with the use of technology in education and issues related to legal and ethical use of technology resources
 11. Knows how to use technology to participate in self-directed activities in society and how to participate within electronic communities in a variety of roles (e.g., collaborator, learner, contributor, teacher/mentor)

II. Program Design and Development

A. The computer science teacher knows problem-solving strategies and different procedures for program design.

1. Exhibits knowledge of the analysis and design phases of the software system life cycle.
2. Knows the characteristics of programming design strategies.
3. Knows how to apply problem-solving strategies (e.g., design specification, top-down design, step-wise refinement, object-oriented design).
4. Demonstrates the ability to compare and contrast design strategies (e.g., top-down, bottom-up, object-oriented).
5. Demonstrates the use of visual organizers (e.g., flowcharts, schematic drawings) to design solutions to problems.
6. Knows how to create robust programs with emphasis on design to facilitate maintenance, program expansion, reliability, validity, and efficiency.

B. The computer science teacher knows procedures for software development and implementation.

1. Knows the characteristics of models (e.g., waterfall, incremental, spiral) used in the development of software systems.
2. Knows how to survey the issues accompanying the development of large software systems (e.g., design/implementation teams, software validation/testing, risk assessment).
3. Demonstrates the use of programming style conventions (e.g., spacing, indentation, descriptive identifiers, comments, documentation) to enhance the readability and functionality of code.
4. Knows how to create robust programs with emphasis on style, clarity of expression, and documentation to facilitate maintenance, program expansion, reliability, validity, and efficiency.
5. Knows how to create and use libraries of generic modular code to be used for efficient programming.
6. Demonstrates the ability to read and modify large programs, including design description and process development.
7. Demonstrates effective use of predefined input and output, including logic to protect from invalid input.
8. Demonstrates the ability to debug and solve problems using reference materials and effective strategies.
9. Knows how to determine and employ methods to evaluate the design and functionality of information acquisition processes and algorithms, using effective coding, design, and test data.

C. The computer science teacher knows computer science terminology and concepts and the characteristics of different programming languages and paradigms.

1. Knows necessary vocabulary related to computer science (e.g., cache, bits, encryption).
2. Knows specific programming terminology (e.g., data type, data structure, encapsulation) and programming concepts (e.g., procedural, object-oriented).
3. Demonstrates knowledge of advanced computer science concepts (e.g., computer architecture, operating systems, artificial intelligence).
4. Demonstrates the ability to use notation for language definition (e.g., syntax diagrams, Backus-Naur forms).
5. Knows the differences in the levels of languages (e.g., machine, assembly, high-level compiled, interpreted).
6. Knows the characteristics of and differences in current programming languages and paradigms.
7. Demonstrates knowledge of the uses of current programming languages and paradigms in other fields of study.



Listening. Learning. Leading.™

PRAXIS™ COMPUTER SCIENCE (5651)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

April 2015

EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Computer Science (5651) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 14 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either computer science teachers or college faculty who prepare computer science teachers and (b) familiarity with the knowledge and skills required of beginning computer science teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Computer Science test, the recommended passing score is 60 out of a possible 80 raw-score points. The scale score associated with a raw score of 60 is 171 on a 100–200 scale.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Computer Science (5651) test, research staff from ETS designed and conducted a multistate standard-setting study in April 2015 in Princeton, New Jersey. Education agencies recommended panelists with (a) experience as either computer science teachers or college faculty who prepare computer science teachers and (b) familiarity with the knowledge and skills required of beginning computer science teachers. Fourteen states (Table 1) were represented by 24 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and Number of Panelists

Arkansas (2 panelists)	Nevada (2 panelists)
Connecticut (2 panelists)	Pennsylvania (1 panelist)
Georgia (4 panelists)	South Dakota (2 panelists)
Idaho (1 panelist)	Utah (2 panelists)
Louisiana (2 panelists)	Wisconsin (1 panelist)
Maryland (1 panelist)	West Virginia (2 panelists)
North Dakota (1 panelist)	Wyoming (1 panelist)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final Praxis Computer Science passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state’s needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Computer Science test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state to recognize that any test score on any standardized test—including a Praxis Computer Science test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a state to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error is more important to minimize.

OVERVIEW OF THE PRAXIS COMPUTER SCIENCE TEST

The Praxis Computer Science *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level computer science teachers have the knowledge/skills believed necessary for competent professional practice.

The three-hour assessment contains 100 selected-response items¹ covering three content areas: *Technology Applications Core* (approximately 33-34 items), *Program Design and Development* (approximately 33-34 items), and *Programming Language Topics* (approximately 33-34 items).² The reporting scale for the Praxis computer science test ranges from 100 to 200 scale-score points.

PROCESSES AND METHODS

The design of the standard-setting study included an expert panel. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

The standard-setting panelists first took the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

¹ Twenty of the 100 selected-response items are pretest items and do not contribute to a candidate's score.

² The number of items for each content area may vary slightly from form to form of the test.

DEFINING THE JUST QUALIFIED CANDIDATE

Following the review of the test, panelists described the just qualified candidate. The *just qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panel created a description of the just qualified candidate —the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the just qualified candidate. The full panel then reconvened and, through whole-group discussion, determined the description of the just qualified candidate to use for the remainder of the study.

The written description of the just qualified candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the just qualified candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the just qualified candidate description).

PANELISTS' JUDGMENTS

The standard-setting process for the Praxis Computer Science test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the just qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just qualified candidate would answer the item correctly because the item is difficult for the just qualified candidate. The higher the value, the more likely it is that the just qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just qualified candidate and the item and decided if, overall, the item would be difficult for the just qualified candidate, easy for the just qualified candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the just qualified candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the just qualified candidate are in the .40 to .60 range.
- Easy items for the just qualified candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the just qualified candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued with the first round of judgments after all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just qualified candidate and helped to clarify aspects

of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 24 educators representing 14 states . (See Appendix A for a listing of panelists.) Seventeen panelists were teachers, five were college faculty, and two were administrators or department heads. All of the faculty members' job responsibilities included the training of computer science teachers.

Table 2
Panel Member Demographics

	<i>N</i>	<i>%^a</i>
Current position		
Teacher	17	71
Administrator/Department head	2	8
College faculty	5	21
Race		
White	16	67
Black or African American	5	21
Hispanic or Latino	1	4
American Indian or Alaskan Native	2	8
Gender		
Female	11	46
Male	13	54
Are you currently certified to teach this subject in your state?		
Yes	15	63
No	9	38
Are you currently teaching this subject in your state?		
Yes	23	96
No	1	4
Are you currently supervising or mentoring other teachers of this subject?		
Yes	12	50
No	12	50
At what K–12 grade level are you currently teaching this subject?		
Elementary (K–5 or K–6)	1	4
Middle school (6–8 or 7–9)	1	4
High school (9–12 or 10–12)	14	58
Middle and High School	2	8
Other	1	4
Not currently teaching at the K–12 level	5	21

^a Percentages may not sum to 100% due to rounding.

(continues on the next page)

Table 2 (continued)
Panel Member Demographics

	<i>N</i>	<i>%^a</i>
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	3	13
4–7 years	8	33
8–11 years	4	17
12–15 years	4	17
16 years or more	5	21
Which best describes the location of your K–12 school?		
Urban	10	42
Suburban	6	25
Rural	3	13
Not currently working at the K–12 level	5	21
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	5	21
No	0	0
Not college faculty	19	79

^a Percentages may not sum to 100% due to rounding.

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments of panelists. The table shows the passing scores—the number of raw points needed to pass the test—recommended by each panelist.

Table 3 also includes estimate of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel’s standard-setting judgments.³ It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test.

³ An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Round 1 judgments are made without discussion among the panelists. Round 2 judgments, however, are informed by panel discussion. The Round 2 average score is the panel's recommended passing score.

Table 3
Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	59.80	60.10
2	61.20	60.05
3	61.85	63.95
4	50.70	55.80
5	71.75	75.20
6	56.20	72.15
7	67.70	68.05
8	50.30	55.60
9	56.70	59.90
10	59.50	59.75
11	54.40	53.70
12	45.25	44.80
13	57.45	65.05
14	58.55	60.30
15	62.05	64.70
16	58.10	58.35
17	65.35	64.55
18	38.30	40.60
19	48.90	53.45
20	53.00	54.75
21	62.90	63.30
22	63.80	60.95
23	59.70	60.20
24	52.45	53.15
Average	57.33	59.52
Lowest	38.30	40.60
Highest	71.75	75.20
SD	7.38	7.63
SEJ	1.51	1.56

The panel’s passing score recommendation for the Praxis Computer Science test is 59.52 (out of a possible 80 raw-score points). The value was rounded to the next highest whole number, 60, to determine the functional recommended passing score. The scale score associated with 60 raw points is 171.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4
Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score⁴

Recommended passing score (CSEM)		Scale score equivalent
	60 (3.90)	171
-2 CSEM	53	159
-1 CSEM	57	166
+ 1 CSEM	64	179
+ 2 CSEM	68	186

Note. CSEM = conditional standard error(s) of measurement.

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel’s recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator’s instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. Twenty-three of the 24 panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

⁴ The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scale scores.

All panelists reported that the description of the just qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments; 22 of the 24 panelists indicated the description was *very influential*. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments.

All but one of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 18 of the 24 panelists were *very comfortable*. Twenty-two of the 24 panelists indicated the recommended passing score was *about right* with the remaining two panelists indicating that the passing score was *too low*.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Computer Science test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Computer Science test, the recommended passing score is 60 out of a possible 80 raw-score points. The scale score associated with a raw score of 60 is 171 on a 100–200 scale.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

<u>Panelist</u>	<u>Affiliation</u>
Tiffany Cosman	John Ehret High School (LA)
Daton Dean-Leonard	West Virginia State University (WV)
Justin Fauntroy	Argyle Magnet Middle School (MD)
Edwina Floyd	Dekalb County School District (GA)
Stacie Gomm	Sky View High School (UT)
Cody Henrichsen	Canyons Technical Education Center (UT)
Nathan Hofflander	O'Gorman High School (SD)
Lynn Hummel	Bloomsburg University (PA)
Andrew Kuemmel	West High School (WI)
Roger Mayo	Advanced Technologies Academy (NV)
Daniel Moix	Bryant High School (AR)
Briana Morrison	Kennesaw State University (GA)
Lorie Mulhair	Yankton High School (SD)
Joseph Oliver	South Charleston High School (WV)
Zac Opps	Powell Middle School (WY)
Robert Quant	Lake City High School (ID)
Elizabeth M. Rhodes	Xavier University of Louisiana (LA)
Heather Saksa	CREC Montessori Magnet School (CT)
Eric Specking	University of Arkansas (AR)
Wayne Summers	Columbus State University (GA)
Chinma Uche	Academy of Aerospace and Engineering (CT)
Alexandra Vlachakis	Sandy Creek High School, Fayette County (GA)
Sammy Winn	Coronado High School (NV)
Shannay Witte	New England Public School (ND)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis Computer Science (5651) Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis Computer Science Test

Review the Praxis Computer Science Test

Discuss the Praxis Computer Science Test

Define the Knowledge/Skills of a Just Qualified Candidate

Lunch

Define the Knowledge/Skills of a Just Qualified Candidate (continued)

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

AGENDA

Praxis Computer Science (5651) Standard-Setting Study

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

JUST QUALIFIED CANDIDATE DESCRIPTION

Description of the Just Qualified Candidate (JQC)⁵

A JQC ...

Technology Applications Core

1. Is familiar with basic/common networking types, technologies and protocols (internet, wifi, home networking)
2. Demonstrates working knowledge of the ethical acquisition and acceptable versus unacceptable use of information
3. Demonstrates working knowledge of intellectual property rights and related issues when using, manipulating, and editing electronic data
4. Knows how to plan, create, and edit relational databases to solve problems and communicate results
5. Demonstrates ability to use productivity tools to communicate and create products collaboratively, and to interact with information in a variety of ways at an advanced level
6. Effectively plan, organize, deliver, and evaluate computer science instruction using a variety of technologies and techniques for all students

Program Design and Development

1. Can create and analyze fundamental visual organizers to design solutions to problems
2. Knows how to solve problems using multiple programming strategies
3. Implements key programming style conventions to enhance readability and functionality of code
4. Can identify and explain the basic phases of the Software Development Life Cycle
5. Properly implements existing libraries of generic modular code (e.g., API)
6. Demonstrates knowledge and skill of effective debugging and testing strategies
7. Demonstrates the knowledge of using an appropriate programming language and level and paradigm for the problem solution (re: statements #C2, 5, 6, 7 from the Study Guide)

⁵ Description of the just qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Just Qualified Candidate (JQC) (continued)

A JQC ...

Programming Language Topics

1. Explains and demonstrates understanding of data structure including static and dynamically sized at an intermediate level
2. Defines and explains a reference variable as a concept in computer science on a basic level
3. Explains and demonstrates how to define and instantiate an object with its component methods (i.e., make a thing do stuff) at a basic level
4. Implements and manipulates a multidimensional data structure at a basic level using the appropriate control structures
5. Demonstrates basic coding proficiency in contemporary programming languages (i.e., operators, control structures, and pre/post loops)
6. Is familiar with the concepts of non-linear data structures including trees and graphs
7. Demonstrates the ability to program a link list, stack, and queue at a basic level
8. Demonstrates the ability to code a recursive structure at an intermediate level (e.g., Fibonacci)
9. Is able to explain why the big-O applies to the specific algorithm at a basic level

APPENDIX D

FINAL EVALUATION RESULTS

Table D1
Final Evaluation

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• I understood the purpose of this study.	20	83	4	17	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	19	79	5	21	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	16	67	8	33	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	18	75	6	25	0	0	0	0
• The opportunity for feedback and discussion between rounds was helpful.	15	63	8	33	1	4	0	0
• The process of making the standard-setting judgments was easy to follow.	16	67	7	29	1	4	0	0

Table D1 (continued)

Final Evaluation

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The description of the just qualified candidate	22	92	2	8	0	0		
• The between-round discussions	10	42	14	58	0	0		
• The knowledge/skills required to answer each test item	9	38	15	63	0	0		
• The passing scores of other panel members	6	25	12	50	6	25		
• My own professional experience	10	42	14	58	0	0		
	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score?	18	75	5	21	0	0	1	4
	Too low		About right		Too high			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing score is:	2	8	22	92	0	0		

A-8
EXHIBIT ONE (1)

PROPOSED CHARGE FOR THE LRSD CIVIC ADVISORY COMMITTEE

At its special meeting on 28 January 2015, the State Board of Education (SBE) established a “formal body of parents, students, community and business leaders, reflective of the Little Rock community and philanthropic organizations [to] serve as a Civic Advisory Committee to aid in improving the performance of students in all schools.” After that meeting, the Civic Advisory Committee (CAC) was populated through appointments by area legislators for zone positions and community and philanthropic organization positions and by school leaders for faculty and student positions from the six academically distressed schools in the district.

The SBE sees the CAC as a group to foster lay leadership as the LRSD prepares for its ultimate return to local control, to facilitate effective communication among the stakeholders in the community, and to aide the LRSD and ADE leadership in making community-based decisions with promise to move LRSD in a positive direction in terms of academic achievement.

If the LRSD remains under state control, a Community Advisory Board will be established in the second year of state takeover in accordance with Ark. Code Ann. § 6-15-430; the Community Advisory Board will have those powers laid out in statute. Until the time of its sunset with the appointment of a Community Advisory Board, the CAC shall operate with the following responsibilities:

- 1) To more effectively carry out its work and to prepare a cadre of lay leaders for the LRSD moving into the future, the CAC members shall engage in study of the forces that led to the current academic achievement challenges facing the district and the most promising practices for turning around those most academically distressed schools in the LRSD.
- 2) The CAC shall serve as a sounding board for the LRSD/ADE leadership as they consider strategies for moving the LRSD in a positive direction in terms of academic achievement.
- 3) The CAC shall advise the ADE and LRSD on how best to communicate with parents and patrons of the district about plans being developed for the operation of the school district and, as appropriate, shall itself serve as a communication vehicle between the ADE/LRSD and the public.
- 4) The CAC shall work to foster partnerships between parents, teachers, community groups (civic and business), reflective of the diversity of the district, and the LRSD in bringing to fruition programs that have particular promise for promoting academic achievement.

As appropriate, the Civic Advisory Committee may break itself into committees or working groups to more efficiently and effectively carry out its work.



At present, the leadership of the CAC is unclear. No later than June 1, the chair of the State Board of Education, the ADE Commissioner, and the Superintendent of the LRSD shall identify an individual—either a current member of the CAC or another individual—to serve as liaison between the CAC and the SBE, ADE, and LRSD. In addition, that person shall chair meetings of the CAC and report regularly to the SBE.

A-13
EXHIBIT ONE (1)

Timeline for 2015-2016 Charter Schools

Thursday, June 2, 2015	Open-Enrollment and District Conversion Letter of Intent DUE BY 4:00pm
Tuesday, June 9, 2015	Open-Enrollment Applicant Workshop
Thursday, June 11, 2015	District Conversion Applicant Workshop
Tuesday, July 28, 2015	Open Enrollment and District Conversion Applications Due by 4:00pm
Wednesday, October 14, 2015	Open-enrollment charter applicant hearings are conducted by the Charter Authorizing Panel
Thursday, October 15, 2015	Open-enrollment charter applicant hearings are Conducted by the Charter Authorizing Panel
Wednesday, November 4, 2015	District Conversion charter applicant hearings Are conducted by the Charter Authorizing Panel
Thursday, November 5, 2015	District Conversion charter applicant hearings Are conducted by the Charter Authorizing Panel



A-13
EXHIBIT TWO (2)

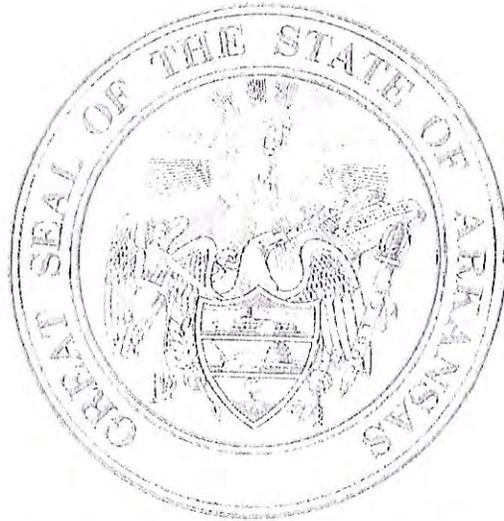


ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: ~~Monday, July 21, 2014~~ Tuesday
July 28, 2015, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**



ARKANSAS DEPARTMENT OF EDUCATION
20142015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

Name of Sponsoring Entity: _____

Other Arkansas Charter Schools Sponsored by this Entity (Name and Location):

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____ FAX: () _____

Email: _____

Charter Site

Address: _____ City: _____

ZIP: _____ Date of Proposed Opening: _____

Chief Operating Officer

of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____

The proposed charter will be located in the _____ School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

_____ (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Applicant response is limited to the area provided on this page.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Applicant response is limited to the area provided on this page.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Applicant response is limited to 7,000 characters/spaces.
The text box will expand once you have clicked out of it.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Applicant response is limited to 22,000 characters/spaces.
The text box will expand once you have clicked out of it.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Response generated from Section B

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUSDATA-HIGHSCHOOLCLOSESTTOTHEPROPOSEDCHARTERLOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Describe three (3) three innovations that will distinguish the charter from other schools.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.
The text box will expand once you have clicked out of it.

6. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.
The text box will expand once you have clicked out of it.

6. — 7. Describe the educational program to be offered by the charter school. Provide a description of curriculum, programs, and instructional methods used to support core classes. Include all associated costs in the proposed budget.

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.
The text box will expand once you have clicked out of it.

Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the ~~Common Core~~ State state Standards standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

8.9. Describe the manner in which the school will make provisions for the following student services, even in these each areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

B) Health services;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

C) Media center;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

D) Special education;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

E) Transportation;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

G) English Language Learner (ELL) instruction

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

H) Gifted and Talented Program.

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during [the any](#) previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

11.12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. ~~school~~ Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Applicant response is limited to the area provided on this page.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Applicant response is limited to 10,000 characters/spaces.
The text box will expand once you have clicked out of it.

14 Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

17.18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

The facility will [comply be in compliance](#) with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

18.19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

Applicant response is limited to 11,000 characters/spaces.
The text box will expand once you have clicked out of it.

19.30 Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

21. List Using the form below list the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

Applicant response is limited to 22,000 characters/spaces.
The text box will expand once you have clicked out of it.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:					
Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1					
2					
3					
4					
5					
6					
7	Subtotal:				
8	Fringe Benefits (rate used _____)				
9	Total Administration:				

Regular Classroom Instruction:					
Line#		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers				
11	Aides				
12	Subtotal:				
13	Teacher Fringe Benefits (rate used _____)				
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:				

Special Education:					
Line#		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers				
17	Aides				
18	Subtotal:				
19	Teacher Fringe Benefits (rate used _____)				
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:				

Gifted and Talented Program:					
Line#		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 _____		
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used _____)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59 _____				
60 _____				
61 _____				
62 _____				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 Total Media Services:				

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67 _____		
68 _____		
69 _____		
70 _____		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75 _____		
76 _____		
77 _____		
78 _____		
79 Subtotal:		
80 Fringe Benefits (rate used _____)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83 _____		
84 _____		
85 _____		
86 _____		
87 Subtotal:		
88 Fringe Benefits (rate used _____)		
89 Total Pupil Transportation:		

Food Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90 List Positions				
91				
92				
93				
94				
95 Subtotal:				
96 Fringe Benefits (rate used _____)				
97 Total Food Services:				

Data Processing:

	2016-2017 No. FTEs	2017-2018 No. FTEs
98 List Positions		
99		
100		
101		
102		
103 Subtotal:		
104 Fringe Benefits (rate used _____)		
105 Total Data Processing:		

Substitute Personnel:

	2016-2017 No. FTEs	2017-2018 No. FTEs
106 Number of Certified Substitutes _____		
107 Number of Classified Substitutes _____		
108 Subtotal:		
109 Certified Fringe Benefits (rate used _____)		
110 Classified Fringe Benefits (rate used _____)		
111 Total Substitute Personnel:		

TOTAL EXPENDITURES FOR SALARIES:

--	--	--

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#	2016-2017	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
1	No. of Students _____ x <u>\$6,646.00</u> State Foundation Funding	<u>\$0.00</u>	
2	No. of Students _____ x <u>\$26.00</u> Professional Development	<u>\$0.00</u>	
3	No. of Students _____ x _____ eligible rate* NSL Funding		
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students _____ x <u>\$6,646.00</u> State Foundation Funding		<u>\$0.00</u>
7	No. of Students _____ x <u>\$26.00</u> Professional Development		<u>\$0.00</u>
8	No. of Students _____ x _____ eligible rate* NSL Funding		
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	_____	_____
13	Federal Grants (List the amount)	_____	_____
14	Special Grants (List the amount)	_____	_____
15	Other (<i>Specifically Describe</i>)	_____	_____
16	Total Other Sources of Revenues:	_____	_____

TOTAL REVENUES:

\$0.00 \$0.00

EXPENDITURES

Administration:

2016-2017 Amount: 2017-2018 Amount:

18	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
19	V - AD 1 _____	_____	_____
20	V - AD 2 _____	_____	_____
21	V - AD 3 _____	_____	_____
22	V - AD 4 _____	_____	_____
23	V - AD 5 _____	_____	_____
24	Supplies and Materials	_____	_____
25	Equipment	_____	_____
26	Other (List Below)	_____	_____
27	_____	_____	_____
28	_____	_____	_____
29	_____	_____	_____
30	_____	_____	_____
31	Total Administration:	_____	_____

Regular Classroom Instruction:

2016-2017 Amount:

2017-2018 Amount:

32	Salaries and Benefits		
	Purchased Services - List Vendors Below		
33	V - CI 1		
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40			
41			
42			
43			
44			
45	Total Regular Classroom Instruction:		

Special Education:

46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE 1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54			
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:

60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68			
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount:

2017-2018 Amount:

74

Salaries and Benefits

Purchased Services - List Vendors Below

75

V - ALE1

76

V - ALE2

77

V - ALE3

78

V - ALE4

79

V - ALE5

80

Supplies and Materials

81

Equipment

82

Other (List Below)

83

84

85

86

87

**Total Alternative Education Program/
Alternative Learning Environments:**

English Language Learner Program:

88

Salaries and Benefits

Purchased Services - List Vendors Below

89

V - ELL1

90

V - ELL2

91

V - ELL3

92

V - ELL4

93

V - ELL5

94

Supplies and Materials

95

Equipment

96

Other (List Below)

97

98

99

100

101

Total English Language Learner Program:

Guidance Services:

102

Salaries and Benefits

Purchased Services - List Vendors Below

103

V - GS1

104

V - GS2

105

V - GS3

106

V - GS4

107

V - GS5

108

Supplies and Materials

109

Equipment

110

Other (List Below)

111

112

113

114

115

Total Guidance Services:

2016-2017 Amount: 2017-2018 Amount:

Health Services:

116	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
117	V - HS1	_____	_____
118	V - HS2	_____	_____
119	V - HS3	_____	_____
120	V - HS4	_____	_____
121	V - HS5	_____	_____
122	Supplies and Materials	_____	_____
123	Equipment	_____	_____
	Other (List Below)		
124	_____	_____	_____
125	_____	_____	_____
126	_____	_____	_____
127	_____	_____	_____
128	_____	_____	_____
129	Total Health Services:	=====	=====

Media Services:

130	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
131	V - MS1	_____	_____
132	V - MS2	_____	_____
133	V - MS3	_____	_____
134	V - MS4	_____	_____
135	V - MS5	_____	_____
136	Supplies and Materials	_____	_____
137	Equipment	_____	_____
	Other (List Below)		
138	_____	_____	_____
139	_____	_____	_____
140	_____	_____	_____
141	_____	_____	_____
142	_____	_____	_____
143	Total Media Services:	=====	=====

Fiscal Services:

144	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
145	V - FS1	_____	_____
146	V - FS2	_____	_____
147	V - FS3	_____	_____
148	V - FS4	_____	_____
149	V - FS5	_____	_____
150	Supplies and Materials	_____	_____
151	Equipment	_____	_____
	Other (List Below)		
152	_____	_____	_____
153	_____	_____	_____
154	_____	_____	_____
155	_____	_____	_____
156	_____	_____	_____
157	Total Fiscal Services:	=====	=====

Maintenance and Operation:

2016-2017 Amount: 2017-2018 Amount:

158

Salaries and Benefits

Purchased Services - List Vendors Below

INCLUDE UTILITIES

159

V - MO1 _____

160

V - MO2 _____

161

V - MO3 _____

162

V - MO4 _____

163

V - MO5 _____

164

Supplies and Materials

165

Equipment

Other (List Below)

166

167

168

169

170

171

Total Maintenance and Operation:

=====

Pupil Transportation:

172

Salaries and Benefits

Purchased Services - List Vendors Below

173

V - PT1 _____

174

V - PT2 _____

175

V - PT3 _____

176

V - PT4 _____

177

V - PT5 _____

178

Supplies and Materials

179

Equipment

Other (List Below)

180

181

182

183

184

185

Total Pupil Transportation:

=====

Food Services:

186

Salaries and Benefits

Purchased Services - List Vendors Below

187

V - FD1 _____

188

V - FD2 _____

189

V - FD3 _____

190

V - FD4 _____

191

V - FD5 _____

192

Supplies and Materials

193

Equipment

Other (List Below)

194

195

196

197

198

199

Total Food Services:

=====

Data Processing:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	=====	=====

Substitute Personnel:			
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
215	V - SB1 _____	_____	_____
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	=====	=====

Facilities:			
221	Lease/Purchase Contract for One Full Year	_____	_____
	Facility Upgrades - List Upgrades Below		
222	_____	_____	_____
223	_____	_____	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	_____	_____
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	=====	=====

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232

233

234

Total Debts:

=====

=====

Other Expenditures:

List Other Expenditures Below

235

236

237

238

239

240

TOTAL EXPENDITURES:

=====

=====

242

Net Revenue over Expenditures:

\$0.00

\$0.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): _____

Lessee(Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Address of Premises:

Square Footage: _____

Terms of Lease: _____

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

_____ *Sponsoring Entity*
receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20____

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: _____

By: _____ Date _____

Lessor: _____

By: _____ Date _____

Name of Individual with Prior Charter Experience _____

Position with Proposed Charter _____

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for an **Open-Enrollment** Public Charter School

Applicants for open-enrollment public charter schools are required to send a one-page "**Letter of Intent to Apply for an Open-Enrollment Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email address no later than 4:00 p.m. **on Tuesday, June 2, 2015**, in order for the application to be considered by the authorizer during the 2015 application cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Include the full legal name of the eligible entity which intends to apply for a charter. If the sponsoring entity is a non-profit organization, specify the name exactly as submitted on the Internal Revenue Service (IRS) application for non-profit status through 501(c)(3) of the Internal Revenue Code, and state whether the entity has already received 501(c)(3) status or has applied for 501(c)(3) status.
3. Include a contact person's name, full address, daytime telephone number, and email address;
4. Give a description of the eligible entity that is sponsoring the application;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school and state the school district in which the charter school would be located;
7. Identify the grade levels of students intended to be served by the open-enrollment public charter school;
8. Identify the number of students intended to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The designated contact person must sign the letter of intent to apply.

A copy of the letter of intent must be sent, via the same email transmission that the letter is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located.

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.

2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.

In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

7.8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8.9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.

9.10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

10.11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

11.12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

12.13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

(a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

(b) Conducting criminal background checks for employees;

(c) High school graduation requirements as established by the State Board of Education;

(d) Special education programs as provided by this title;

(e) Public school accountability under this title;

(f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

(g) Health and safety codes as established by the State Board of Education and local governmental entities.

13.14. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

14.15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of President of the Sponsoring Entity Board of Directors

Date

Printed Name

A-15
EXHIBIT ONE (1)



ARKANSAS DEPARTMENT OF EDUCATION

20142015 Application **District Conversion Public Charter School**

Deadline for Receipt of Submission: Tuesday, ~~September 9, 2014~~ July 28, 2015, 4:00 p.m.

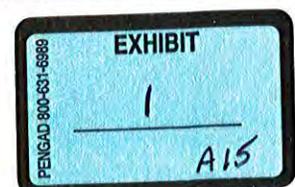
Applications will not be accepted after this time.



Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313



|

**ARKANSAS DEPARTMENT OF EDUCATION
2014-2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

Name of School District: _____

Name of Contact Person: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (_____) _____ FAX: (_____) _____

Email: _____

Charter Site Address: _____

City: _____

ZIP: _____ Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (_____) _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Applicant response is limited to the area provided on this page.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Applicant response is limited to the area provided on this page.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Applicant response is limited to 7,000 characters/spaces.
The text box will expand once you have clicked out of it.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

2. Give the mission statement for the proposed charter school.

Applicant Response:

Response generated from Section B.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces. The text box will expand once you have clicked out of it.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Describe the three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.
The text box will expand once you have clicked out of it.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. ~~Include associated cost in proposed budget.~~ Explain how the district will pay for all associated costs.

5.7. Describe the educational program to be offered by the charter school

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.
The text box will expand once you have clicked out of it.

6.8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

7.9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:

- A) Employing personnel;
- B) Developing and controlling the charter school budget;
- C) Managing day-to-day charter school operations;
- D) Developing and controlling the school calendar; and
- E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.
The text box will expand once you have clicked out of it.

8.10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

9-11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the ~~Common-Core-State-state Standards-standards~~ as adopted by the State Board of Education.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

10.12. Describe the manner in which the school will make provisions for the following student services, even in ~~those each~~ areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

B) Health services;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

C) Media center;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

D) Special education;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

E) Transportation;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

G) English Language Learner (ELL) instruction

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

H) Gifted and Talented Program.

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.
The text box will expand once you have clicked out of it.

11.13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during **any-the** previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

12.14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

43.15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

44.16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

15.17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

16.18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Applicant response is limited to 6,000 characters/spaces.
The text box will expand once you have clicked out of it.

The facility will comply be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

17.19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

~~18-20.~~ Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

~~19. Using the form below List list the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.~~

Applicant Response:

Applicant response is limited to 22,000 characters/spaces.
The text box will expand once you have clicked out of it.

20-21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.
The text box will expand once you have clicked out of it.

21-22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.
The text box will expand once you have clicked out of it.

Name of Individual with Prior Charter Experience

Position with Proposed Charter

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for a **District Conversion**
Public Charter School

Applicants for district conversion public charter schools are required to send a one-page "**Letter of Intent to Apply for a District Conversion Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email addresses no later than 4:00 p.m. **on Tuesday, June 2, 2015** in order for the application to be considered by the authorizer during the 2015 cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Identify the school district that intends to apply for the charter;
3. Include the contact person's name, full address, daytime telephone number, and email address;
4. Give the name of the school that the district wants to convert to charter status;
5. Provide the name of the proposed public charter school;
6. Describe the location of the proposed public charter school.
7. Identify the grade levels of students intended to be served by the public charter school;
8. Identify the number of students intended to be served by the public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district applying for the charter must sign the letter of intent to apply.

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

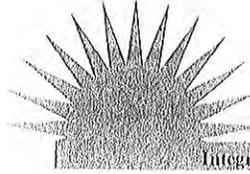
Date

Printed Name

A-18
EXHIBIT ONE (1)



ARKANSAS
DEPARTMENT
OF EDUCATION



Arkansas Professional
Licensure Standards Board

ADE Case ID: 7997125

January 13, 2015

PERSONAL AND CONFIDENTIAL

Mr. Rayleun C. Rideout
320 Lakeside Lane
Newport, AR 72120

VIA REGULAR MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED NO.:

91 7199 9991 7032 4718 5478

RE: Child Maltreatment Background Check

Dear Mr. Rideout:

Our office has been notified of a true finding against you from the Child Maltreatment Central Registry (the "registry").

Under Ark. Code Ann. §§ 6-17-410 and 6-17-411(b)(1)(B), the state board shall revoke any existing license not up for renewal of any person who has a true report in the Child Maltreatment Central Registry. As a result, the Department will recommend to the State Board that your license be revoked. Further, you are not eligible for initial or continued employment in any public school in Arkansas with a "true" finding on the registry.

You are entitled to a hearing before the State Board of Education regarding the Department's decision to recommend revocation of your license. Ark. Code Ann. § 6-17-410(c). Please submit your written request for a waiver hearing to this office within thirty (30) days of the date of this letter.

If you have any questions, please feel free to contact me by phone at (501) 682-9983, or by email at Cheryl.Reinhart@arkansas.gov.

Sincerely,

Cheryl L. Reinhart
Director, PLSB

cc: Ivy Pfeffer, Asst. Commissioner, IIR/Licensure
Karli Saracini, Director, Office of Educator Licensure
Larry Bennett, Superintendent, Newport School District



Arkansas Department of Education, Professional Licensure Standards Board
Four Capitol Mall Box 30, Little Rock, AR 72201
(501) 371-8014 main office; (501) 682-3781 fax

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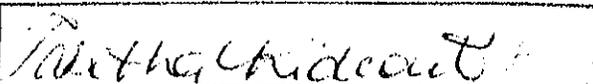
Date Produced: 01/19/2015

Arkansas Department of Education:

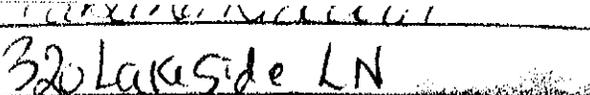
The following is the delivery information for Certified Mail™ item number 7199 9991 7032 4718 5478. Our records indicate that this item was delivered on 01/15/2015 at 12:36 p.m. in NEWPORT, AR 72112. The scanned image of the recipient information is provided below.

Signature of Recipient :

www.usps.com/redelivery or 800-ASK-USPS (275-8777)
Delivery Section

Signature	
Printed name	Taretha Rideout

Address of Recipient :

Address	
---------	--

Thank you for selecting the Postal Service for your mailing needs. If you require additional assistance, please contact your local post office or Postal Service representative.

Sincerely,
United States Postal Service

The customer reference number shown below is not validated or endorsed by the United States Postal Service. It is solely for customer use.

Customer Reference Number: 1374024 49281348351070jr

ROBERT T. JAMES, P.A.

ATTORNEY AT LAW

Stephens Building

111 Center Street, Suite 1200

Little Rock, Arkansas 72201

Phone: 501-244-0200 Facsimile: 501-244-0206

rjames@robertjameslaw.com

February 10, 2015

VIA FACSIMILE: 501- 682-3751

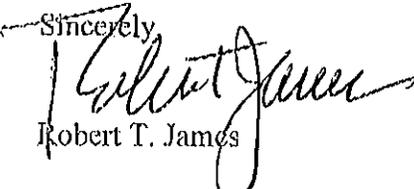
Cheryl L. Reinhart
Arkansas Department of Education
4 Capitol Mall, Box 30
Little Rock, AR 72201

RE: Rayleun C. Rideout

Dear Ms. Reinhart:

James Phillips and I represent Rayleun Rideout in regards to the above referenced matter. Referring to your letter of January 13, 2015, this is a request for a waiver hearing. Once the hearing has been scheduled, please let me know.

Thank you for your attention to this matter.

Sincerely,

Robert T. James

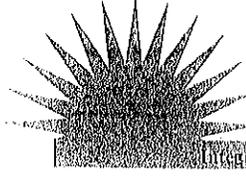
RTJ/jn

cc: Dennis Hatwood
Dr. Larry Bennett





ARKANSAS
DEPARTMENT
OF EDUCATION



Arkansas Professional
Licensure Standards Board

AELS CID: 7997125

March 4, 2015

CONFIDENTIAL

Mr. Robert T. James
Robert T. James, PA
111 Center Street, Suite 1200
Little Rock, AR 72201

VIA CERTIFIED MAIL

RETURN RECEIPT REQUESTED NO.: 91 7199 9991 7032 4718 8905

Re: Rayleun C. Rideout; Waiver Hearing Request

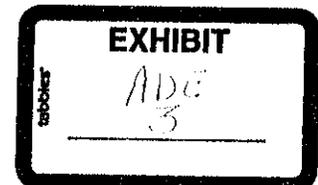
Dear Mr. James:

I have received Mr. Rideout's request for a hearing to seek a waiver from the State Board of Education for his being listed on the Child Maltreatment Central Registry as of December 16, 2014.

The hearing is scheduled for **Thursday, April 9, 2014**. The Board meets at **10:00 a.m.** in the Auditorium of the Arkansas Department of Education -- Arch Ford Education Building, Four Capitol Mall, Little Rock. Typically, the hearings are held at the end of the agenda. However, I am not able to tell you an exact time that your matter will be heard as that is always at the Board's discretion on that meeting date.

Please provide to me **by Wednesday, March 11, 2014**, a written statement and any supporting documents that at a minimum address the circumstances that the Board will consider (see attached notice), including names and phone numbers of persons who may verify information contained in your statement or documentation. The State Board has full authority to make the final decision.

I have enclosed an excerpt from the Rules Governing Background Checks and Licensure Revocation. Please read Section 8 of these rules as they apply to the hearing process. The full content of the rules may also be viewed online at <http://www.arkansased.org/> under Rules -- Current.



Arkansas Department of Education, Professional Licensure Standards Board
Four Capitol Mall Box 30, Little Rock, AR 72201
(501) 371-8014 main office; (501) 682-3781 fax

The contents of this message may be protected by attorney client privilege, state, or federal law from public disclosure. If you are not the intended recipient you are notified that disclosing, copying, distributing may be strictly prohibited.

If you have any questions, please feel free to contact me by phone at (501) 682-9983, or by email at Cheryl.Reinhart@arkansas.gov.

Sincerely,



Cheryl L. Reinhart
Attorney, Ethics & Licensure

Enclosure

cc: Ivy Pfeffer, Assistant Commissioner, HR/Educator Licensure
Karli Saracini, Director, Educator Licensure

*Arkansas Department of Education, Professional Licensure Standards Board
Four Capitol Mall Box 30, Little Rock, AR 72201
(501) 371-8014 main office; (501) 682-3781 fax*

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REQUESTING A WAIVER OF A DISQUALIFYING OFFENSE

The Arkansas Department of Education has reviewed your criminal background check as a condition of your licensure or employment with a charter school, school district, or education service cooperative.

Ark. Code Ann. § 6-17-410
provides that the Department of Education shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of any person who has a true report in the Child Maltreatment Central Registry or has pled guilty or nolo contendere to or has been found guilty of any of [certain listed] offenses, *including offenses which have been expunged or pardoned.*

Ark. Code Ann. § 6-17-411
requires a background check for initial employment with a charter school, school district, or education service cooperative.

Your background check revealed a disqualifying offense. **You are entitled to a hearing in front of the State Board of Education regarding denial of your license.** Ark. Code Ann. § 6-17-410(f) authorizes the State Board to grant waivers of the licensure eligibility provisions of § 6-17-410(c) upon request of an affected applicant for licensure.

State Board of Education meetings occur once a month, at **10:00 a.m.** in the Auditorium of the Arkansas Department of Education – Arch Ford Education Building, Four Capitol Mall, Little Rock. Meeting dates may be found at: http://www.arkansased.org/events/event_categories/state-board-of-education.

You may but are not required to be represented by an attorney at any stage of this process.

1 Request A Hearing

To request a hearing for a waiver of the disqualifying offense, you must submit your **written request** to the Department by mail, fax, or email, **within thirty (30) days** of the date you are notified of the disqualification.

2 Provide Documentation

The Department will confirm your request for a waiver and ask you to provide a written statement and any supporting documents that at a minimum address the circumstances that the Board will consider (see STEP 3), including the names and phone numbers of persons who may verify information contained in your statement or documentation. You must also provide a signed and notarized form providing authorization for the release of criminal records from courts and law enforcement. If your documentation is received less than six (6) weeks before the scheduled State Board meeting the matter will be postponed until after all documentation is received and reviewed by the Department.

3 Accept Or Reject The Department's Recommendation

After reviewing the documentation received from you or from other agencies, the Department will advise you of its decision to:

- Recommend a waiver to the State Board, including any conditions for licensure, such as:
 - Probation or suspension for a specific period of time;
 - Counseling, rehabilitation, or training;
 - Background check at end of probation or suspension;
 - No other disqualifying offenses or ethics violations during the probation or suspension period;
- Recommend that the State Board not issue, not renew, or revoke the license as applicable; or
- Decline to make a recommendation.

You will be given the opportunity to accept or reject the recommendation.

- If you **accept** the recommendation, the matter will be placed on the State Board's consent agenda. The consent agenda is voted on at that public meeting, and therefore, any documents presented to the State Board are public. If the matter is submitted on the consent agenda, you do not have to appear at the meeting. However, sometimes the State Board members have questions, and you may want to be there to respond to those questions. The State Board has the final decision and may accept a recommendation on the consent agenda or reject the recommendation and afford the educator the opportunity for a hearing at a later date.
- If you **reject** the recommendation you will proceed to a hearing.

4 State Board Hearing

If you request a hearing, you should appear at the meeting and be prepared to present your case and answer questions from the State Board members. If you request a hearing and do not appear, the State Board may decide the matter without you being present. Hearings are conducted at a public meeting of the State Board that is videoed by live streaming and archived. All documents provided to the State Board are public record. You should consult the Rules Governing Background Checks and Licensure Revocation for information on the hearing process (Section 8). The rules are online at <http://www.arkansased.org/> under Rules -- Current.

The circumstances that the State Board may consider includes, but is not limited to:

- The age at which the crime or incident was committed
- The circumstances surrounding the crime or incident
- The length of time since the crime or incident
- Subsequent work history
- Employment references
- Character references
- Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.

The State Board typically makes a decision at the time of the State Board meeting at which the consent agenda or hearing is considered.

You may obtain further information by contacting:

Cheryl L. Reinhart
 Attorney, Ethics & Licensure
 Arkansas Department of Education
 Four Capitol Mall Box 30
 Little Rock, AR 72201
 (501) 682-9983 voice; (501) 682-3781 fax
Cheryl.Reinhart@arkansas.gov

8.00 STATE BOARD HEARING PROCEDURES

- 8.01 Each party shall exchange exhibits and witness lists **thirty (30) calendar days** before the scheduled hearing date, unless both parties agree to a shorter period of time.
- 8.02 Requests for subpoenas must be received in the Office of Legal Counsel **not less than ten (10) calendar days** before the hearing date.
- 8.03 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.
- 8.04 Each party will be given twenty (20) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.
- 8.05 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board.
- 8.06 For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked in sequential, numeric order (1, 2, 3).
- 8.07 For the purposes of the record, documents offered during the hearing by the appealing public school district, open-enrollment public charter school, Applicant, or licensee shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 8.08 The Department of Education shall have the burden of proving, by a preponderance of the evidence, that cause for the proposed licensure action exists, and that the recommended disposition from the Department be adopted.
- 8.09 While the scope of each party's presentation ultimately lies within the Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- 8.10 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.

- 8.11 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party, each party's attorney, and the superintendent or director of any interested public school district or open-enrollment public charter school.
- 8.12 The Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 *et seq.*



Date Produced: 03/16/2015

Arkansas Department of Education:

The following is the delivery information for Certified Mail™ item number 7199 9991 7032 4718 8905. Our records indicate that this item was delivered on 03/11/2015 at 01:07 p.m. in LITTLE ROCK, AR 72201. The scanned image of the recipient information is provided below.

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JUANITA NOAH

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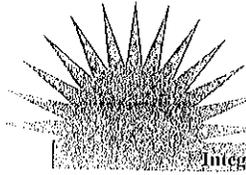
Sincerely,
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ARKANSAS
DEPARTMENT
OF EDUCATION



Arkansas Professional
Licensure Standards Board

AELS CID: 7997125

April 15, 2015

CONFIDENTIAL

Mr. Robert T. James
Robert T. James, PA
111 Center Street, Suite 1200
Little Rock, AR 72201

VIA EMAIL TO: rjames@robertjameslaw.com

Re: Rayleun C. Rideout; Waiver Hearing Request

Dear Mr. James:

This letter will serve as a reminder that you requested that Mr. Rideout's hearing be rescheduled for Thursday, May 14, 2015. The location has been changed to the Pulaski County Special School District Board Room, 925 East Dixon Road, Little Rock, 72206. The Board meets at 10:00 a.m. Typically, the hearings are held at the end of the agenda. However, I am not able to tell you an exact time that your matter will be heard as that is always at the Board's discretion on that meeting date.

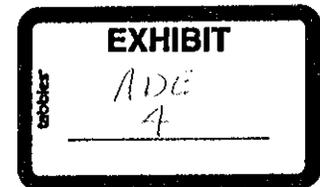
Please provide to me by Wednesday, April 22, 2015, a written statement and any supporting documents you wish to include as exhibits. Each exhibit should be marked as "Educator No. ___". As stated in the rules previously provided to you, any request for a subpoena must be made not later than 10 days before the hearing date.

If you have any questions, please feel free to contact me by phone at (501) 682-9983, or by email at Cheryl.Reinhart@arkansas.gov.

Sincerely,

Cheryl L. Reinhart
Director, PLSB

cc: Ivy Pfeffer, Assistant Commissioner, HR/Educator Licensure
Karli Saracini, Director, Educator Licensure



Arkansas Department of Education, Professional Licensure Standards Board
Four Capitol Mall Box 30, Little Rock, AR 72201
(501) 371-8014 main office; (501) 682-3781 fax

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ADK ANICAC
DEPARTMENT OF EDUCATION
EDUCATOR'S LICENSE

RAYLEUN CHASE RIDEOUT

MASTERS

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
225	BUSINESS TECH	STANDARD	7 - 12	1/1/2015	12/31/2019
236	PEWELLNESS/LEISURE	STANDARD	7 - 12	1/1/2015	12/31/2019
250	BUSINESS TECHNOLOGY	STANDARD	4 - 12	1/1/2015	12/31/2019
271	COACHING	STANDARD	K - 12	1/1/2015	12/31/2019
293	COACHING	STANDARD	7 - 12	1/1/2015	12/31/2019
411	CAREER ORIENTATION	STANDARD	7 - 12	1/1/2015	12/31/2019
412	ENDORSEMENT CAREER PREPARATION ENDORSEMENT	STANDARD	7 - 12	1/1/2015	12/31/2019

--Invalid Below this Line--

COMMISSIONER OF EDUCATION

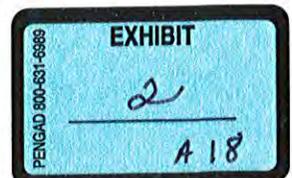
DIRECTOR - EDUCATOR LICENSURE



A-18
EXHIBIT TWO (2)

EDUCATOR

EXHIBITS



ROBERT T. JAMES, P.A.

ATTORNEY AT LAW

Stephens Building
111 Center Street, Suite 1200
Little Rock, Arkansas 72201
Phone: 501-244-0200 Facsimile: 501-244-0200
rjames@robertjameslaw.com

April 24, 2015

Cheryl L. Reinhart
Department of Education
4 Capitol Mall, Box 30
Little Rock, AR 72201

RE: Rayleun C. Rideout; Waiver Hearing Request

Dear Ms. Reinhart:

Mr. James H. Phillips and I represent Mr. Rayleun C. Rideout in his request for a waiver.

On September 23, 2014, Mr. Rideout was asked to discipline his daughter, D.R. As was explained at the Registry hearing, the child squirmed away from the spanking with the belt, which resulted in a fracture to her pinkie finger. There was excessive bruising on the child's legs and left arm. Mr. Rideout appealed the findings and won the appeal regarding the fracture, but was placed on the child maltreatment registry because of the bruising.

It is our request that the Board consider the following in its decision to allow him to receive a waiver from this Board for his being listed on the child maltreatment registry as of December 16, 2014.

1. **The child was never removed from the home.** When the child was taken to the hospital, DHS was immediately summoned and they did an assessment of the home. Their decision was to request a safety plan from Mr. Rideout and his wife, namely Tabitha Rideout. The safety plan was agreed upon by Mr. and Mrs. Rideout; the child, along with her two sisters, were permitted to remain in the home with Mr. Rideout. DHS continued to monitor the situation by visiting the home to ensure this was an isolated incident and not part of a pattern of behavior on the part of Mr. Rideout. DHS later closed the protective services case and allowed the children to remain in the home. In the meantime, Mr. Rideout completed an anger management course, parenting course, and attending marriage counseling to help him become more aware of the situation and how to avoid same in the future.

The DHS investigator is named Amber Campbell=Barker, and she may be contacted at (870) 217-9230 so all the above information may be confirmed. (See safety plan exhibit.)

2. Community support - Enclosed with this letter are numerous letters and communications from a wide variety of people who are expressing their support for Mr. Rideout. Included within these letters are people from his past, including his football coach in college, Mr. Houston Nutt. There are letters from community leaders in the Newport, AR area, to include various members of civic and religious organizations. (See community support letters.)

This impressive array of support indicates that not only do these people support Mr. Rideout but they will be a part of his life to ensure support is given to the family.

3. Support from employer -- included within the letters are a number of letters of support from people with whom Mr. Rideout works or has worked. Again, the wide variety and array of people associated with Mr. Rideout's employment speaks for itself. He obviously is a young coach of note who is thought well of at his job, and it would appear he can return to work if a waiver is given. (See employment-related letters.)

4. Rehabilitation -- In addition to the anger management and parenting courses, Mr. Rideout wishes to address the Board and explain how he has come to realize that something can happen in the blink of an eye which can affect the rest of one's life, and he has become more insightful, mindful, and aware of what he is doing in any form of discipline, whether it applies to his own family or members of his "school family." There are also notes from Mr. Greg Hardin, with Southern Counseling Services in Memphis, Tennessee, stated in part:

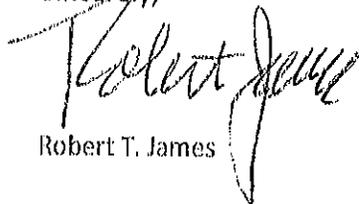
In summary, I believe the Rideouts have demonstrated a consistent pattern of responsible behavior and consistent emotional stability over the past several weeks which reflect their commitment to restoring their family to appropriate behavioral consistency and reliable stability. I do not see the Rideouts as fitting the typical profile for abusive parents and have observed relationships of health attachment and health emotional engagement. I believe the Rideouts would benefit from expanding their knowledge of the special needs and behavioral demands of ADHD children which would help them become more effective parents with their daughter Deleila and the challenge of managing her behavior in the future.

(See certificates and counseling summary.)

Mr. Rideout thanks you for allowing us to present this to the Board, but wants the most emphasis to be that the Department of Human Services did an assessment of the situation, left the child (and her siblings) in the home with Mr. and Mrs. Rideout following the

incident. That agency had confidence that such conduct would not be repeated. Also, Defendant would point out that no criminal charges were ever brought against him.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert T. James". The signature is written in black ink and is positioned above the printed name.

Robert T. James

RTJ/jn
Enclosures

Index of Educator Exhibits
Rayleun C. Rideout
Waiver Hearing Request

1. ADHS Protective Plan
2. Certificate of Completion – Parent Education Course
3. Certificate of Completion – Anger Management Program
4. Notes ---Greg Hardin, LCSW, Southern Counseling Services
5. Letter of Ray Rideout
6. Letter of Tabitha Rideout
7. Letter of Herbert R. Rideout
8. Letter of Larry Bennett, PhD, Superintendent of Newport School District
9. Letter of Houston Nutt
10. Letter of Sharon Pruitt, Vice Principal, Newport High School
11. Letter of Don Harrison, Athletic Director, Newport Special School District
12. Letter of C. Bryan Smith, Newport Special School District
13. Letter of J.Kyle Herrod, Newport Special School District
14. Letter of Jerry Price, England High School
15. Letter of Joe Haynes, Newport High School
16. Letter of Tim Scarborough, Hall High School
17. Letter of Benny Reynolds
18. Letter of Mark Hindsley
19. Letter of John Bell, England High School
20. Letter of Kasey A. Bell
21. Letter of Sharon Howell
22. Letter of Sgt. Tracey Blake
23. Letter of John Watson
24. Letter of Tamyia Stallings
25. Letter of Thurman Shaw



Arkansas Department of Human Services
 Division of Children and Family Services
 Protection Plan

Family Name: Rideout Referral Number: 1691818 Date: 5/22/14

Children in Home (include age of each child) [redacted] Rideout, [redacted] Rideout, [redacted] Rideout

1) List identified safety factors that pose immediate danger to each child's (as applicable) health or physical well-being.
[redacted] - caused physical injury as a result of a spanking

2) What actions have or will be taken to protect each child in relation to identified safety factors? For each action include person responsible for the action, when action will occur, duration, and frequency.
PRFC (mother) Tabitha + A/O PRFC (father) Rayjeun Rideout
agree to not use any physical punishment until directed otherwise by DCFS

3) How will the plan be monitored (frequency, duration, by whom, etc.)?
DCFS will make visits to the family home to ensure safety of all children

IMPORTANT INFORMATION ABOUT THIS PROTECTION PLAN

- DCFS is involved to help you keep your child safe.
- This Protection Plan is an agreement to help make sure your child is safe.
- *Each person's signature on this Protection Plan means that he or she understands and agrees to this Protection Plan.*
- This Protection Plan may be changed if different actions become necessary as determined by DCFS.
- *You must immediately call the DCFS worker listed below if at a later point you decide or think you cannot follow this plan.*
- If this plan is not followed exactly as described above, DCFS will take the appropriate action to make sure your child is safe.

[Signature] Date: 5/22/14
 Caregiver 1 Signature Date

Tabitha Rideout Date: 5/22/14
 Caregiver 2 Signature (if applicable) Date

Amber Campbell-Barker Date: 5/22/14
 Other Signature (if applicable) Date
 FSW Signature Date

FSW Name (please print): Amber Campbell-Barker FSW Phone #: (870) 523-9828 ext-101

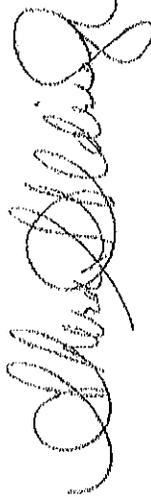
FSW Supervisor Approval Received by Phone
 FSW Supervisor Name: Jemy Fortune Date: 5/22/14 Time: 5:15pm

EDUCATOR NO. 1

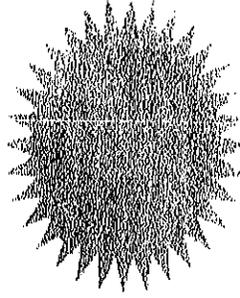
Certificate of Completion

This certifies that the person named below has completed a
Four (4) Hour Parent Education And Family Stabilization Course

Rayleun Rideout
320 Lakeside Ln, Newport, AR 72112
Date of Birth: 03/19/1984



Mrs. Sheri S. Aldridge, Program Instructor
Date of Completion: 08/13/2014 | Certificate Number 23772
Case Number: _____



 **Course for Parents**
Parent Education and Family Stabilization Course

Educator No. 2



CENTER OF SOLUTIONS
LLC

Center of Solutions, LLC

888-606-1962

THIS CERTIFIES THAT

Rayleyn Rideout

has successfully completed a 10 Hour Anger Management Program.

Certificate of Completion

Given this 5th day of November, 2014

Kathy Garber, LMFT

Kathy Garber

Licensed Marriage and Family Therapist

Certified Anger Management Facilitator

Certified Online Therapist

Certified Mediator

Educator No. 3

SOUTHERN COUNSELING SERVICES

1970 LYNDALE MEMPHIS TENNESSEE 38107 PHONE/FAX: (901) 726-1895

Court Summary
Rayleun Rideout
December 6, 2014

Rayleun Rideout is a 30 year old black male who currently lives with his wife Tabitha Rideout with whom he has been married for 5 years. The Rideouts have 3 children, [REDACTED], age 8, [REDACTED], age 3, and [REDACTED], age 1. The Rideout family came to the attention of DHS authorities when their oldest daughter [REDACTED] was observed at school with some physical bruising and a hurting finger. When asked how it happened [REDACTED] reported that she was spanked by her father which resulted in the observed injuries. DHS was notified and an assessor was sent out to interview the family. Mr. Rideout indicated that a review process was also started by his employer due to the fact that Mr. Rideout is a high school football coach and a charge of child maltreatment has been under review. Mrs. Rideout indicated that the assessor had instructed them to take their daughter to have her seen by a doctor to document any current injuries. She stated she immediately attempted to do so but could not get in to see the doctor at the local hospital clinic for several hours and thought it would be ok to take her daughter to her pediatrician in Little Rock over the next day or so to get the exam done. When that occurred she indicated that charges of medical neglect were filed against the Rideouts due to their failure to have the exam done immediately which was not communicated specifically to the Rideouts as an expectation at the time. The state police escorted Mrs. Rideout to have the exam done immediately and found that [REDACTED] finger was broken. She was treated and then released. DHS did not see the Rideouts as a sufficient physical risk to their children to remove them but stressed to Mr. Rideout that he could not use corporal punishment with his children. Mr. or Mrs. Rideout have no previous history or charges of child maltreatment or suspected abuse. The Rideouts indicate that their daughter [REDACTED] has some behavioral issues and has recently been diagnosed with ADHD requiring medication. Mr. Rideout indicated that his daughter's behavior has become easier to manage since starting treatment for ADHD. DHS is currently asking Mr. Rideout to stop all corporate punishment, take parenting classes and get both individual and family counseling to learn alternative parenting and behavior management skills. Mr. Rideout reports he has already completed an online parenting class and though he believes he does not discipline his children when angry, has completed an online anger management class as well. Mr. Rideout related that he is committed to taking responsibility for his behavior and hopes to have any question of his motivation or parenting skills resolved as soon as possible.

Rayleun and Tabitha Rideout have been consistent in their regular participation in therapy sessions over the past two months and have been appropriately interactive and engaged throughout the therapeutic process. The Rideouts have made consistent progress in taking responsibility for their behavior and have been proactive in making the changes needed to re-establish an active and safe parenting role with their children. Mr. Rideout has completed both online parenting classes and additionally completed an anger management course though he was not asked to do so by DHS. Mr. Rideout related though he decided to take an anger management course he does not discipline his children when he is angry and is very slow to anger. Mr. Rideout admits to using corporal punishment with his daughter who in the past has been difficult to behaviorally manage but was unaware the spanking he had given his daughter had resulted in bruising until it was identified at school two days later when his daughter began to complain that her finger was hurting. He indicated that

Educator No. 4

his daughter had not complained about her finger hurting to he or his wife. He stated that in the course of spanking his daughter, she had fallen off his lap as she struggled to avoid the spanking and believes that is when she must have hurt her finger. Mr. Rideout denies being the cause of his daughter hurting her finger and was not aware that she had broken it until it was diagnosed by the doctor. Mrs. Rideout indicated she would have taken her to the doctor sooner had her daughter complained of any injury to her. Mr. Rideout indicated that spankings had been an effective method with his daughter to stop her disruptive behavior in the past but stressed that spankings have always been a disciplinary method of last resort and have not worked as well in recent times as Delella's behavior has worsened over the past year. The Rideouts have sought help in dealing with their daughter's behavioral issues since the incident and [REDACTED] was diagnosed with ADHD issues and is receiving ongoing treatment. This has helped to reduce some of their daughter's behavioral challenges. The Rideouts and therapist are in the process of working on alternative parenting methods of discipline other than corporal punishment and are working to improve their communication with each other as well as their daughters. The Rideouts have been very cooperative and committed to improve their parenting skills are developing an improved understanding of the specific needs of dealing with a child with ADHD. The Rideouts have been observed by the therapist as interacting in nurturing ways with their children during regular sessions with healthy and appropriate interactions noted. Mr. Rideout understands that there are alternative methods other than corporal punishment and agrees to stop his previous use of corporal punishment in the disciplining of his children. Mr. Rideout notes that he has been a coach in the public schools and teacher for the past 5 years without any incident of physical abuse, child maltreatment, or inappropriate behavior and does not see himself as an abusive father. Mr. Rideout appears to be committed to demonstrating his ongoing commitment to provide both a safe and appropriate home structure for his children and is willing to make any changes which can resolve any question about his ability to parent his children to the court.

In summary, I believe the Rideouts have demonstrated a consistent pattern of responsible behavior and consistent emotional stability over the past several weeks which reflect their commitment to restoring their family to appropriate behavioral consistency and reliable stability. I do not see the Rideouts as fitting the typical profile for abusive parents and have observed relationships of healthy attachment and healthy emotional engagement. I believe the Rideouts would benefit from expanding their knowledge of the special needs and behavioral demands of ADHD children which would help them become more effective parents with their daughter [REDACTED] and the challenge of managing her behavior in the future.

Greg Hardin, LCSW
Inhome Therapist

April 23, 2015

To whom it may concern,

I am writing this letter in support of myself, Ray Rideout. I am well aware of the circumstances that I am in right now at this moment. According to the Department of Health Services, I have been put on the Central Registry for being an out of control parent. I love my children very much and all I wish for them is the best. I would never willfully want to hurt my own child out of spite. I care about how my children act and behave. I am a parent. I want my children to behave and have respect for their mother and their elders. Because of a discipline problem my child was having she received a spanking at home. We later sent her to school the next day and day after. When finally on Thursday she complained about her finger hurting and went to the nurse and was asked about the bruising she had on her arm and leg.

Now I try not to spank my children at all. It is a last resort measurement. I do not like to put my hands on my children one I don't ever want them to think that I would ever hurt them intentional with my own body. And then second because I believe it can become very unsafe and they will struggle and I will struggle. I always communicate them what and why they are getting a spanking to insure them that I am not giving them a spanking just because I feel like it or just because I am mad. I live my life by biblical meanings. And I do believe if I spare the rod I will spoil my child and condemn them to death in the world because I am not loving them. I want my children to know how to act and be respectful. I believe in teaching my children what is right and what is wrong. I believe that I am a very patient man and do not want to do wrong by my children. I care and I love them very much they are my world and I only wish for the best for them. It is not very often my children get spankings because we try our best to make sure we catch the problems the first time and not ignore them. We try to take away things from them but if it is persistent we must spank them to teach them not to be disobedient.

I am a pretty patient person. I don't get very angry or hot headed. I try to say calm and keep a clear mind to be able to handle any situation. At school if I have a discipline problem I always refer them to the administration and/or their own parents if the discipline problem persist. As a coach and teacher I try not to put myself in situations that can't be controlled. I always try to stay one step ahead of the problems and talk to my students to find what I can do to help before a problem can happen. I learned most of the types of techniques for working at a group home before I became a teacher. Learning to help kids with their own anger. I don't believe I am a danger to anyone especially any child when it comes being a teacher and a coach. I believe everyone I come in contact with in the school is like my own son or daughter. I want them to have the best experience they can have as a student in my classes. And if there is a problem they are having I always try to make them feel they can come to me and talk about anything and we can solve the problem in some way.

Same thing goes as a coach. Times may be frustrating as a coach and a player. But I know they are kids. And I expect a lot out of them. But it is my duty to understand what they can and can't do. It is my duty to be able to evaluate how they work with other. If I have a problem we talk to them about it. If they are having a problem we talk about it. If they are having discipline issues we have certain rules in place to deal with those issues. But as a coach I am here to help build up the kids to become good role models in the community and in their own homes. As I said before I only look for the best in the kids and think of them as my own. I don't believe that I am a harm to the children in any community. I only want to help to further their education and their abilities be great in their own communities.

EDUCATOR No. 5

Thank you for your time in reading this letter. And thank you for allowing me this opportunity.

Sincerely,

Ray Rideout

April 23, 2015

To whom it may Concern:

I am writing this letter in support of my husband Ray Rideout. I've known Ray for 10 years and we've been married for five years.

I have realized this is going to be on a more personal level, and I also realize I probably know ray in a different way than everyone else. So I would like to take this time to give you my day in and day out perception of my husband.

First, I will touch on his accomplishments and other activities. I've always know Ray to be an extreme goal oriented person. He has been the person that strives for his best. He puts his all into everything he does. Evidence of that is his Master's degree in secondary Education. He played football in high school as well as in college. He uses his gifts not to coach others. He always goes above and beyond what is asked of him in his professional career. He cares not only about what he does but the quality he produces.

I think it's safe to say the same at home. He is a strong Christian leader of our home. He expects quality out of our girls as well. We are raising them to be honorable, respectful, and resourceful.

Ray is a great father. He shows the girls love in many different ways. He is an active participant in all of their activities. He takes his family to church and teaches his children what the Bible teaches. We eat at the dinner table every night together as a family. We play board games and take the girls to the park, movies, or the mall to just walk around. Ray is very family oriented and truly cares for us. He is a great provider. The kids might not always get what they want but they always have what they need.

Now I know I have painted you a picture of a perfect family. We are by far not a perfect family. I guess people would classify us as more of an "old fashioned" family. We tend to focus more on family values than anything else the world has to offer.

It is important to me that you have a clear understanding of Ray Rideout. He is a man of integrity! He is very humble. He's Honest and Respectful. He was raised by both parents and they instilled these values in him.

On a more personal level, I have Known Ray to be very calm and almost passive. This definitely comes as a strength on the football field. He is the only Coach not yelling at the kids. However, I also see how sometimes he can be misunderstood. Sometimes people may see him as "he just doesn't care" when in reality he cares deeply. He just believes strongly in God's Plan. He is just a very humble person in every situation of life.

He puts others before himself. Even after this incident, he has kept his integrity with his loved ones and the people of this community. He is an active member at church. He is also now spending his personal time to invest in these kids in the community around while he is not working. They look up to him and respect him. He not only teaches and Coaches them. He loves them and believes in them just like his own children. He is a wonderful role model for our children and others. He is a great coach, teacher, and leader. He is a strong asset for any community or school district. His passion is teaching and coaching. He loves being in a position to be able to make a difference in the lives of these children. I am asking while you are making your decision that you strongly consider the truths of this man.

Thank you for taking the time to read this. I pray I can be of some help to you, my husband, and our family. If nothing else, I hope you have a reasonable understanding of Ray Rideout.

Sincerely,

Eduraton No 6

Tabitha Rideout

Herbert R. Rideout

██████████
Clarksville, AR 72830

Phone: ██████████

RE: Character Reference for Rayleum C. Rideout

To Whom It May Concern:

I am Rayleum's father. All of his life Rayleum has been obedient to what God has provided for him. He has always worked excellently with children of all ages and has never exhibited any behaviors that would result in harm to anyone. During his high school days he worked as an assistant to the 7th grade football team and worked with the youth at his church. He has always been an excellent student in school and around others. This situation has placed a burden on him and his family as well as his mother and me. We continue to support him in all that he does and believe that he has been unjustly accused.

Rayleum is involved with his church and has been involved with youth through church missions and other activities. He has never exhibited negative behaviors to those around him and continue to treat all with respect. He is a good father to his children and his wife and they love him dearly. I truly believe that he should maintain his teaching license because he has so much to offer to the kids he works with in the community and at school. He is able to show how they can live an uplifting life without drugs and alcohol and be a productive citizen. Role models are hard to find,, especially those that have good Christian values. So it is my hope that you will see this situation as an isolated event and allow him to continue in his role as an educator.

Respectfully,


Herbert R. Rideout

Educator No. 7

NEWPORT SCHOOL DISTRICT

406 Wilkerson Drive
Newport, Arkansas 72112
(870) 523-1311 • Fax (870) 523-1388

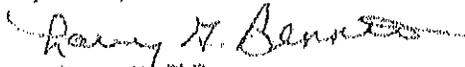
March 20, 2015

TO WHOM IT MAY CONCERN:

Ray Rideout was employed by the Newport School District for the 2013-14 and 2014-15 school years as a Business teacher and coach. He resigned on March 4, 2015 as a result of being placed on the Central Registry by the Department of Human Services. The action resulting on being placed on the Central Registry was not a school activity nor did it happen on school property. Mr. Rideout has been a good employee during his tenure with the school district. He had good rapport with other teachers, parents and certainly the students that he taught and coached. I feel comfortable in saying that I never saw any action by Mr. Rideout that caused a concern while he was teaching within my school district.

I believe the resignation from his teaching position so he could deal with his personal problem speaks highly of his character. I write this letter because I believe Mr. Rideout is still capable of making a contribution within a school setting.

Respectfully submitted,


Larry Bennett, PhD
Superintendent of Schools



"The Tradition Continues"

EDUCATOR No. 8

Robert James

From: Rayleun Rideout <rrideou@yahoo.com>
Sent: Friday, March 13, 2015 4:32 PM
To: HERBERT R. RIDEOUT; James Phillip; Robert James
Subject: Fw: Character reference letter

Coach Ray Rideout
Newport Public Schools

On Friday, March 13, 2015 12:58 PM, "[REDACTED]" <[REDACTED]> wrote:

To whom it may concern, i've known Ray Rideout for over 10 years !! I know his Mother, Father and his uncle. I know how Ray was raised. Ray is an outstanding young man with tremendous Work ethic and integrity and most of all a wonderful Father who loves his three children very much ! Ray is a very caring young man. Many times I would have my college student athletes do community service by reading to students or talk with young people about the danger of drugs or be a big brother to a little boy who had No father to look up to, so i've seen Ray many many times in grade schools junior highs and high schools help so many young people !! He is so caring and compassionate about young people !! Lastly, Ray is a fine Christian Father who needs to be teaching and making a difference with young people!! Sincerely, Houston Nutt

NEWPORT HIGH SCHOOL



Home of the Greyhounds
Sharon Pruitt
Assistant Principal
406 Wilkerson Drive
Newport, AR 72112
870-523-1311, Fax # 870-523-1383

To Whom It May Concern:

I am writing this letter on behalf of Mr. Ray Rideout. He was a teacher and coach for our high school for the past two years. He was an excellent leader, teacher, and role model for our students here at Newport High School and the community. I am writing to attest to his character. He is a loving husband and father who believes in the Christian doctrines and principles of training up a child in the way he should go, and when he gets old, he will not depart from it; and spare the rod, you spoil the child, etc.

I am a veteran educator of 34 years, and I have never seen as great a miscarriage of justice as this. A parent should have the right to spank their child; if one spansks a child with a belt, it will leave whelps. I attended school many days during my childhood and youth with whelps on my legs and buttocks from the whippings my parents gave me. I thank the Lord every day for every whipping. I felt those whippings, called chastisement by my parents, helped me to become the person I am today. I could have easily ended up a bad person if my parents hadn't chastised me.

I think it is wrong for your department to take a man's livelihood because he was being a good father chastising his child. This school has made Mr. Rideout resign; you might take his license. This is so unfair when all he did was spank his child. The DHS didn't find any truth to whatever was reported and threw their case out. I hope the state department of education sees fit to leave Mr. Rideout with his license. I support him 100% in spanking his child. I spanked mine. I spank students here at school. It never dawned on me that I was taking a risk of losing my license each time I paddled a student. This system is so broken; it is broken because it has taken the authority away from parents to discipline their children. Until this nation gets back on the Christian principles from which it was built, we will continue to see a decline in this nation's reputation of greatness.

I am begging you to please consider my request of allowing Mr. Rideout to maintain his license. He did nothing wrong. This should never have gone to the State Department. Like other embarrassing situations for the district, this should have been handled in house. A representative's daughter-in-law had stolen a Doctor's prescription pad and was writing prescriptions for pain medicines from this town and was allowed to keep her license. She is teaching in our district now. Another former teacher of the

Educator No. 10

district got caught up in a drug deal. He too was allowed to keep his license. I mentioned the situations above to show in comparison the all Mr. Rideout was doing was chastising his child.

If you could have seen him carrying one child on his hip while holding the hand of the other going into and out of ballgames is the picture of a good, caring, and protective father. That picture is Mr. Rideout. He is one of the best young fathers I have ever seen.

I hope you give sincere consideration to this letter and its requests. If you have any other questions for me, please don't hesitate in calling me.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Pruitt".

Sharon Pruitt
Vice Principal NHS
406 Wilkerson Drive
Newport, AR 72112

NEWPORT SCHOOL DISTRICT

406 Wilkerson Drive
Newport, Arkansas 72112
(870) 523-1311 • Fax (870) 523-1388

To whom it may concern:

I am writing this letter in my support of Ray Rideout and his character. In this letter I am giving my full support and backing to him as an employee and as a friend.

I have known Ray as a young man and as a coach who worked for me. At no time have I ever seen him get abusive with a student or even raise his voice to one. Ray worked with so many of our students from Pee-Wee football camp, all the way to training the high school football team to achieving winning records. Under my supervision and to my knowledge, he completed every interaction with students with the highest etiquette. Our kids always responded positively to him and about him.

I have two kids of my own and have trusted them to him on many occasions, and have never been disappointed. Please take a long look at his situation, because he at least deserves that.

Thank you for your consideration.



Don Harrison

Athletic Director / Head Football Coach

Newport Special School District



"The Tradition Continues"

Educator No. 11

C. Bryan Smith

[REDACTED]

Newport, Ar

Date: 04/06/2015

To Whom It May Concern

I am writing this letter to provide a character reference for Ray Rideout. I got to know Coach Rideout during his employment in the Newport Special School District as a teacher, and coach. It was during his employment that I became familiar with his personality and demeanor and am happy to share my impressions with you.

I have known Ray for almost 2 years and during this time I formed a very positive opinion of him and his family. Ray has always been honest, helpful, friendly, intelligent and respectful to not only me but my wife and children. My son, [REDACTED] played for Coach Rideout two seasons. During this time, [REDACTED] had nothing but the highest regard and respect for Ray and received the same in return. Watching the way Coach Rideout treated my son and other players on the team, I am always thankful to him for his care and concern in not only their play, but also in their attitude and character.

Not only do I like Ray Rideout, I also respect him greatly. I feel he is a person that has been a positive influence to students and athletes and if given the opportunity will continue to do so.

I feel honored to provide this character reference and hope this information helps relate what an outstanding individual Ray Rideout really is. If I can be of further assistance, please call me at 870-523-8946 or contact me by email at kennamer@suddenlink.net

Sincerely,



C. Bryan Smith

ED creator No. 12

March 12, 2015

J. Kyle Harrod

To whom it may concern:

It is with great pleasure that I am writing to you this character reference for Ray Rideout. Over the past couple of years, I have coached with Ray Rideout in boys athletics, which he has excelled in. Based on my experience with Ray, I can say without a shadow of a doubt that he is one of the most caring and hardworking coaches with whom I have had the opportunity to coach with. He is exceptional with dealing and handling athletes in the appropriate way.

Ray is very mature and he approaches all situations with an astute sense of objectivity. He processes constructive criticism well and is always willing to go the extra mile in order to take any of his work to the highest level.

It is very important to touch on his work ethic and his presence in the classroom setting. Ray never settles for second best and he utilizes class time in a productive and determined manner. He arrives to class early and works late when the need arises. Student's observed Ray's commitment to the creative process and they strive to excel in the classroom. Ray is humble and he is always ready to help anybody that is in need.

Sincerely,



J. Kyle Harrod

Newport Special School District

7th & 8th Grade P.E./Football and Basketball Coach

Educator No. 13

To who it may concern,

I am writing to tell you of the many fine qualities of Ray Rideout, whom I have known for six years in various capacities, including being his mentor, fellow coach, and coworker at England High School in England, Arkansas.

I have had the chance to get to know Ray, and I say without a doubt that you are dealing with a person of very good moral character. Ray operates with integrity, and never has a bad word to say about anyone. In the time that I have known Ray, I have seen him as a committed family man who has a great love of his wife and children. Ray is also committed to those that he teaches and coaches, he invests a great deal of time to help ensure that they are performing to their potential both from an academic and athletic standpoint. Ray is deeply committed to his church and faith, which is apparent in how he lives his life.

On a personal level, may I just say that I really like Ray and enjoyed the years that we worked together. It is my privilege to write this letter for Ray and if you would like to discuss him any further you can contact me by phone (501)628-4859 or email jerry.price@badger.k12.ar.us.

Thank you,

Jerry Price

Educator No. 14

This letter is on behalf of Ray Rideout. I know Ray on a personal and professional level. I feel privileged with the opportunities I have been allowed to interact with Ray over the years. As a fellow educator, I have witnessed Ray exhibit punctuality, preparedness, and high quality work, while performing his current professional responsibilities. Dedicated, resourceful, conscientious, and knowledgeable are just a few of the many quality characteristics that describe Ray. By exhibiting exceptional work ethic and a passion for teaching, Ray is continually engaged in the pursuit of helping children and adolescents. Ray is dependable, intrinsically motivated, and has an outstanding disposition that is tailored for being an educator and coach. Ray exemplifies the characteristics of a great professional. Ray has tremendous professionalism and communication, which highlights his previous mentioned abilities. Furthermore, Ray takes initiative in and out of the classroom to improve the education process for his peers. I am confident he will continue this practice and truly be an asset to any program that is need of high quality professionals.

Coach Joe Haynes
Alternative Learning Environment (A.L.E.) Facilitator
Sr High Football-WR Coach & Pass Game Cor.
Head Girls Track
Newport High School

EDL 15

Robert James

From: Rayleun Rideout <rrideou@yahoo.com>
Sent: Thursday, March 26, 2015 1:46 PM
To: HERBERT R. RIDEOUT; James Phillip; Robert James
Subject: Fw: character letter

Coach Ray Rideout
Newport Public Schools

On Monday, March 23, 2015 11:39 AM, "Scarborough, Tim" [REDACTED] wrote:

To whom it may concern:

This letter is on the behalf of Ray Rideout. I have known Ray for eight years now. I first met Ray when I was the head freshman football coach for Lonoke High School. He was the coach at England High School. I invited him to bring his football team to Lonoke for 7 on 7 competitions. We had a conversation about family, careers, and ambitions. After the conversation we created a bond where we became long lasting friends.

As long as I have known Ray he has shown to be a family man. That trait that he has shown and possessed is one of the reasons we became close. I have been over Ray's house several times and I have always seen him as not only a devoted husband, but a loving father. The first time my wife and I were invited over to Ray and his wife's house was during the 2009 football season. Arkansas was playing on the television. Since that time Ray, his wife and his children have really become close to my wife, my children, and me.

Ray Rideout is not only a good friend; he is a good husband and father. He has three adorable little girls that love their father dearly. Ray has done nothing short of doing what is best for his family. He is someone that I would not hesitate for one second to leave my own children for him to take care of. He has shown that he not only has the patience, but the compassion for children I look for in an individual when it comes to my children. I think that education would have lost not only a good person but a good teacher if his teacher license be taken away from him.

Sincerely

Tim Scarborough
Head Football Coach
Hall High Warriors

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Mark Hindsley

Teacher / Coach

[REDACTED]

Newport, AR 72112

[REDACTED]

hindsley@newportschools.org

March 12, 2015

To whom it may concern:

I confirm that I have known Ray Rideout for over two years, in which time I have worked alongside Ray on a daily basis.

At all times I found him to be dependable, trustworthy, accountable, and very professional in his conduct while I worked with Ray. He always showed the upmost respect to co-workers and the kids he taught. He showed passion for his job and would go out of his way for our students.

Furthermore, it is my opinion that Ray is in no way a harm to himself or others as it relates to him working with children in a school setting.

Respectfully submitted,

Mark Hindsley

Educator No. 18

March 17, 2015

To whom it may concern:

My name is John Bell and I am a teacher and coach in the England School District. I worked alongside Coach Ray Rideout during the 2012-2013 school year in the sport of football (7th grade, junior high, and high school), junior high boys and senior high boys athletics, and the two of us shared a business education classroom (I taught the 7th grade keyboarding class during first period and fourth period; Coach Rideout was in there during the other periods of the day that business education classes were taught in that particular room).

I had numerous opportunities to see Coach Rideout interact with various students in class and athletes in sports, and at no time was he anything but professional and polite during those interactions. I frequently went to Coach Rideout for advice on teaching my keyboarding class and answers to questions concerning football. I also saw his daughter, [REDACTED], when she would be dropped off from the elementary school and would be there with Coach Rideout as he finished his work day at the high school. Coach Rideout was always a loving and caring father for his daughter when I saw them together and was very protective of her.

Sincerely,

John Bell

Educator No 19

KASEY EARL

Associate Pastor - Worship Activities

1000 University Blvd. # 100 Newport, AR 72401

IBCF



INTERNATIONAL BROTHERHOOD OF CHRISTIAN FELLOWSHIP

1000 UNIVERSITY BLVD. # 100 NEWPORT, AR 72401

April 8, 2015

To Whom It May Concern,

I'm writing to serve as a reference of character for Ray Rideout. I have known Ray, his wife Tabitha, and the rest of their family for about 2 years. I had the privilege of serving as Worship Pastor at First Baptist Church in Newport, AR where they are actively involved in ministry. I spent much time with their family and our relationship grew close. Both were involved in the worship choir, and Ray helped me lead out as a soloist. Ray was very active in serving in the youth ministry as a small group leader as well. This was proof that he has a heart for students and that being a teacher and a coach was much more than simply a career choice but a calling. Ray is surrounded by an incredible family that is evidence of his leadership as a father. I have experienced his incredible relationship with Tabitha, and their girls, [REDACTED], [REDACTED], and [REDACTED], are some of the most precious, loving, and intelligent kids I know. I have also gotten to share time with Ray's parents as well and it is obvious that the model of true character and leadership has been passed down through generations.

I find it an incredible honor to share a close friendship with Ray and his family. His love for the Lord and his heart for people are tremendous and contagious.

Sincerely,

Kasey A. Earl

EDUCATOR No. 20

Robert James

From: Rayleun Rideout <[REDACTED]>
Sent: Wednesday, March 18, 2015 10:39 AM
To: HERBERT R. RIDEOUT; James Phillip; Robert James
Subject: Fw: character reference

Coach Ray Rideout
Newport Public Schools

On Sunday, March 15, 2015 4:40 PM, Sharon Howell <[REDACTED]> wrote:

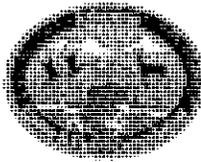
On Sunday, March 15, 2015 9:50 AM, Sharon Howell <[REDACTED]> wrote:

To whom it may concern,

I am happy to write this letter for my grandson-in-law. I have Ray for 9+ years. He dated my granddaughter and in 2009 married her. In the time that I have known Ray I have known him to be a quiet, calm, and laid back type of person. He is a great husband and father. He has always been an excellent provider for his family. He is always involved in activities with the girls. He is also always involved in church activities and different things with his community. I have known him to mentor kids. He has a strong love for children in general. He believes in taking the time to invest in their lives. Not only his children but the children outside his home. He is very family oriented! He has a strong Christian faith background and believes in what the bible teaches.

On a more personal note, I believe he is a good person. I don't believe he would ever hurt anyone intentionally. Within his family he is the stronger disciplinarian. However, he tries to always be considerate and fair. I personally don't believe that he is any threat to his family or the community. I actually believe the opposite. He is an asset to them both.

Thank you for taking the time to read this, if you have any questions or I can be to any further assistance to you please contact me
(479)267-4773



Keeping the Natural State natural.

Arkansas Game and Fish Commission

March 17, 2015

To Whom It May Concern,

My name is Tracey Blake and I am a wildlife officer for the Arkansas Game and Fish Commission. I have been employed by the Commission as an officer for nearly nine years. I am assigned to Lonoke County and live in England where I grew up. This letter is in reference to Mr. Ray Rideout. I have known Ray for about 10 years. I met him through friends of mine when he was coaching/teaching in the England School District. I consider Ray a friend and brother who is very respectful, dependable, and trustworthy.

Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracey Blake".

Sgt. Tracey Blake

Education No. 22

March 17, 2015

To Whom It May Concern:

I am writing this letter in support of my friend Ray Rideout. I would like to take a moment to comment on his abilities, demeanor, and character.

I have known Ray since he moved to Newport several years ago. I have come to know him as a faithful school employee, coach, community member, and father.

He taught my daughter a Computer Business Applications class last year, and she was always complimentary of his class. She spoke of him as a good teacher, who was prepared and ready each day. She states there was proper discipline and accountability in place as well. As a parent, I appreciate those qualities and remain thankful to him for his efforts.

I have observed Ray in his duties as a coach as well. I have been closely involved with the athletic program for many years, and I saw and visited with Ray frequently. He communicated well with his players, and was positive and encouraging. He was never loud or negative with officials, fans, or opposing players. He is a class act and I know he is a great role model for our young people.

I also know Ray is involved in the local Christian faith community. He has given his time and talents to lead local young people to a church setting, which is so desperately needed in our town. He has been such a positive influence for so many kids.

Ray is an excellent and patient father. You hardly ever see Ray around town without one of the kids in tow. It is very obvious that he loves them, and they love him. He brings them to ballgames and other events, and I appreciate and envy the togetherness.

I am proud to call Ray Rideout my friend. We need people like Ray in our school systems. He has the ability to teach, the character to lead, and the heart to care. As you carefully review Ray's petition, I ask that you give him every possible consideration. He is a very deserving gentleman.

Kindest Regards

John Watson

[REDACTED]
Newport, AR 72112

Educator No. 23

March 23, 2015

To Whom It May Concern:

My name is Tanya Stallings. My family lives in Newport, Arkansas. My husband George Stallings works as a mechanic at Harris Ford in town. I am the Director of Information Technology Services at Arkansas State University-Newport.

In 2013 we were searching for a babysitter for our youngest child when school was starting back. We had friends approach us about the new coach in town and said his wife was going to do a daycare out of her home.

We called and made an appointment to meet with her and she began keeping our youngest son in August 2013. We have become good friends with the Rideout family. Our children have stayed at their house during the summer and on holidays when school is out.

Ray is a Christian man that loves his family. He takes his children to church, ballgames, and out to eat. Ray is well respected in the community and has done a great job with the Newport High School Greyhound Football team.

Our youngest son adores Ray. Our families have become close friends and attend each other's birthday parties for the kids as well as other events.

Sincerely,



Tanya Stallings

Educator No. 24

Mr. Thurman Shaw
Head Football Coach
Elkins School District
March 12, 2015

To whom it may concern;

It always a pleasure to write a letter of support for those individuals that deserves.

Mr. Ray Righttoure is one of them. I have known him for eight years as student assistant coach, and as friend. Ray has always been devoted to his family. I have never known him to sidestep responsibilities.

I recommend Ray without reservations or hesitation. If I can be of further assistance in support of him, please do not hesitate to call.

Mr. Thurman Shaw
Head Football Coach
Elkins School District
tshaw@elkinsdistrict.org

F. D. ... No 25

NEWPORT HIGH SCHOOL



Home of the Greyhounds

Mr. Kenny Black, Principal

406 Wilkerson Drive

Newport, AR 72112

870-523-1321

March 13, 2015

To Whom It May Concern:

I am writing in reference to Ray Rideout. I have worked with Ray for the last two years at Newport High School. He has been a pleasure to have on our staff. He has served as our High School business teacher and East Lab facilitator. He also has served as an athletic coach working with High School football, Junior High and Senior High basketball. He has had a great working relationship with both his students and fellow staff members. Ray would be an asset to any school or business. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,


Kenny Black

Educator No. 26

Robert James

From: Ray Rideout <rrideou@yahoo.com>
Sent: Tuesday, April 28, 2015 8:12 AM
To: 'James Phillip'; 'RIDEOUT, HERBERT R'; Robert James
Subject: Fwd: Ray Rideout

Coach Ray Rideout

Begin forwarded message:

From: Chris Vaughn <coachvaughn51@yahoo.com>
Date: April 27, 2015 at 9:15:17 PM CDT
To: "rrideou@yahoo.com" <rrideou@yahoo.com>
Subject: Ray Rideout
Reply-To: Chris Vaughn <coachvaughn51@yahoo.com>

To whom it may concern,

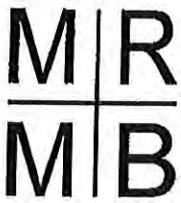
This letter of reference is on the behalf of Ray Rideout. I have known Mr. Rideout for well over 10 years. I first met Ray when our football staff recruited him to be a student-athlete at the University of Arkansas. During Ray's time at Arkansas, he carried himself as an outstanding young man. Ray was known to be smart, courteous, well-spoken, caring and accountable. These are the traits that described Ray Rideout in my dealings with him as a student-athlete.

Ray was raised in a christian home by his parents and displayed his good upbringing in his everyday interactions with the coaches and his teammates.

Sincerely,
Chris Vaughn
Assistant Football Coach
University of Texas at Austin

Educator No. 27

A-19
EXHIBIT ONE (1)

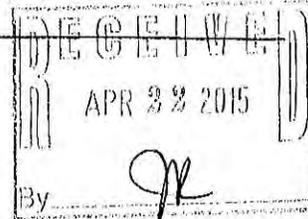


MUNSON
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 MOORE
 BOONE

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 www.mrmblaw.com

CODY KEES
 cody.kees@mrmblaw.com
 DIRECT (501) 370-4633

April 22, 2015



(VIA: Hand Delivery and USPS)

Johnny Key, Commissioner
 Arkansas Department of Education
 Four Capitol Mall, Room 304-A
 Little Rock, AR 72201
Johnny.Key@arkansas.gov

RECEIVED
 COMMISSIONER'S OFFICE
 APR 22 2015
 DEPARTMENT OF EDUCATION

Re: Leon Harris, Jr.
 MRMB File (27086)

Dear Commissioner Key:

First and foremost, congratulations to you on your recent appointment to the Commissioner of the Arkansas Department of Education. I wish you the best as you begin your tenure in leading our state's public education system.

I. INTRODUCTION

I write to you in regards to Mr. Leon Harris, Jr., a current Arkansas resident and former Arkansas public school educator, who now seeks to have his license with the state of Nevada accepted by the Arkansas Department of Education ("ADE") through Arkansas's reciprocity agreement with Nevada. However, a 2004 revocation of Mr. Harris' license currently prohibits him from seeking reciprocity.

I ask that on behalf of Mr. Harris you place on the May agenda of the Arkansas State Board of Education ("State Board") an action item that would allow the State Board to rescind a previous vote of March 8, 2004, wherein Mr. Harris's license was permanently revoked without a right to hearing before the State Board. An Affidavit of Leon Harris is hereto attached as Exhibit A.

II. BACKGROUND INFORMATION

In order to fully understand Mr. Harris's current situation and request, a brief recitation of the facts is necessary. Mr. Harris is a 1998 graduate of Wabbeseka High School, in Wabbeseka, Arkansas. In 2001, he received his



bachelor of arts in physical education from Philander Smith University. At that time, he did not hold an Arkansas teaching license, but was hired by the Altheimer School District through our state's non-traditional licensure program. He was gainfully employed with the Altheimer District from August of 2001 through June of 2003, and even led the high school boys' basketball team in claiming the 2A State Championship. (See Mr. Harris's Current Resume, hereto attached as Exhibit B.)

As you are aware, a condition of the provisional licensure program was that Mr. Harris complete all necessary requirements and standards in order to receive a permanent license through the state. His provisional teaching license expired in the summer of 2003, which was the reason his contract was not renewed. In the two years Mr. Harris was employed with the Altheimer district he applied for an out-of-state standard license with the state of Montana, where he believed his previous courses completed would qualify for a standard license. He was ultimately granted an out-of-state teaching license by the state of Montana toward the end of his two-year probationary period with Arkansas. He registered his Montana license with the state of Arkansas through reciprocity and was granted a standard teaching license with Arkansas in or around the summer of 2003. However, in or around November of 2003, he was informed that Montana's Office of Public Instruction had issued an educator's license in error. Montana's Office of Public Instruction provided him with a plan that outlined how he could complete the program in Montana. (See correspondence from the state of Montana, hereto attached as Exhibit C.)

However, by the time Mr. Harris discovered that he had not met all the necessary requirements for a Montana teaching license his provisional license with Arkansas had expired. Accordingly, Mr. Harris was issued a notice by the ADE, dated November 20, 2003, that the State Board intended to take action against his license (a provisional license at this time) for failure to establish or maintain the necessary requirements and standards set forth in Arkansas law or State Board rules and regulations for teacher licensure, pursuant to Ark. Code Ann. §6-17-410. (See correspondence from the ADE, hereto attached as Exhibit D.)

Mr. Harris retained counsel to assist him in presenting his case before the State Board. Mr. Harris retained the services of John L. Kearney, who currently sits as a circuit judge in Jefferson County, Arkansas. Together, Mr. Kearney and Mr. Harris attended the State Board meeting on Monday, May 8, 2004, to be heard by the State Board before any action was taken regarding Mr. Harris' license, pursuant to Ark. Code Ann. § 6-17-410. It is Mr. Harris's testimony that neither he nor his attorney were given a right to be heard at the State Board meeting, that neither were able to present evidence, and thus he was deprived of the due process right which is afforded to him by law. It is also

important to note that the minutes from the State Board meeting do not state Mr. Harris was given a hearing. (See State Board Minutes, March 8, 2004, p. 4, hereto attached as Exhibit E.) Subsequently, Mr. Harris was informed through his attorney on March 17, 2004, that the State Board had voted to revoke his teaching license. (See correspondence from the ADE, hereto attached as Exhibit F.)

Following the announcement that his license had been revoked, Mr. Harris sought employment with colleges, where he has been gainfully employed as a college basketball coach since that time. It was always Mr. Harris's intent to return to Arkansas to teach and coach basketball, as he was not aware that a revocation of his license in 2004 was permanent.

To date, Mr. Harris has completed all the requirements for a teaching license in the state of Nevada, and received a standard secondary 7-12 license with a physical education endorsement. The license was issued on February 20, 2015, and expires on December 10, 2020. (See Nevada teaching license, hereto attached as Exhibit G.) But for the revocation of his provisional license in 2004, Mr. Harris would seek to have his Nevada license registered with the state of Arkansas through reciprocity, so that he might gain employment in an Arkansas public school.

III. REQUEST FOR RECISSION

I respectfully request that you place on the upcoming State Board agenda the matter of Leon Harris so that the State Board may vote to rescind its prior vote of Monday, March 8, 2004, pursuant to Robert's Rules of Order, based on principals of equity and due process.

First, the punishment does not fit the violation. It is my understanding from discussions with ADE attorneys that the usual course of action when an educator has not completed the necessary requirements for a teacher's license is to rescind a provisional license, or give the educator a probationary period of time to cure any deficiencies. This was the action taken by the state of Montana, not revocation. Mr. Harris intended to present his case to the State Board for an extended period of time to cure deficiencies with his license when he came before the board on March 8, 2004. However, he was not given a hearing to present evidence so that additional time could be given to cure any issues with his license. It is simply neither equitable nor just for an individual to be permanently stripped of their right to teach because they did not meet a licensure standard. In Mr. Harris's case, even the state of Montana admitted that it was an internal error which caused it to provide Mr. Harris with a license, and Montana did not permanently deprive him of his license, but provided a pathway to cure the deficiency. The Arkansas State Board did not

Johnny Key, Commissioner

April 22, 2015

Page 4

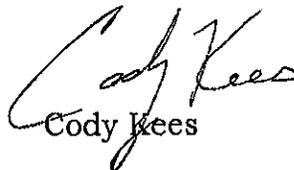
provide such a remedy, but revoked his license. There has been no misconduct, either criminal or unprofessional, on Mr. Harris's part. Therefore, in hindsight, there appears to be no explanation for why the State Board would have taken such harsh action in 2004. It is our belief this was simply an error that can now be cured.

A second reason to rescind the previous vote of the State Board is based on a deprivation Mr. Harris' due process rights. It is Mr. Harris's testimony that he was not provided an opportunity to speak or present evidence before the State Board. Furthermore, the minutes I attached do not indicate he was given an opportunity to be heard. Due process requires at a minimum that a person be given notice and a reasonable opportunity for a hearing before he is deprived of property by state action. See Chandler v. Martin, 2014 Ark. 219, 10 (Ark. 2014). Due process requirements are satisfied if the property owner has reasonable notice and a reasonable opportunity to be heard and to present his claim or defense. See Davis v. Schimmel, 252 Ark. 1201, 1207-1208 (Ark. 1972). Furthermore, since no Arkansas statute or ADE rule allows for an appeal following the revocation of an educator's license, there was no "prompt post-deprivation review available for correction of administrative error." See Miller v. Ark. Dep't of Fin. & Admin., 2012 Ark. 165, 12 (Ark. 2012). Therefore, only a full evidentiary hearing was sufficient to satisfy Mr. Harris's right to due process.

For these reasons, I ask that this matter be placed on the agenda at the next State Board meeting, so that the current State Board members may be allowed to entertain a vote to rescind their prior vote of March 8, 2004, which in turn would allow the ADE to accept Mr. Harris' license with the state of Nevada under the Arkansas reciprocity agreement, and allow Mr. Harris to obtain gainful employment as an Arkansas educator.

In conclusion, I thank you for your time and attention to this matter. Mr. Harris looks forward to answering any questions the State Board may have regarding the matters set forth herein.

Sincerely,



Cody Kees

CK/kj
Encl.

Johnny Key, Commissioner
April 22, 2015
Page 5

cc: Jeremy Lasiter, General Counsel
Jeremy.Lasiter@arkansas.gov

Kendra Clay, Staff Attorney
Kendra.clay@arkansas.gov

Cheryl Reinhart
Director, Professional Licensure
Standards Board
Cheryl.reinhart@arkansas.gov

Leon Harris
P.O Box 56
Sherrill, Arkansas 72152

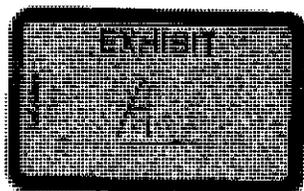
AFFIDAVIT OF LEON HARRIS, JR.

The Affiant, Leon Harris, Jr., after being duly sworn according to law, hereby states as follows:

1. I am Leon Harris, Jr., and I am a resident of Sherrill, Jefferson County, Arkansas.

2. In 2001, I received a provisional teaching license with the State of Arkansas and was hired as a non-traditional certified employee with the Altheimer School District. I taught physical education and coached basketball. It was my understanding that I had two years to complete certain requirements before my provisional teaching license would convert to a standard license in Arkansas.

3. In the meantime I applied for an out-of-state standard license with the state of Montana, where I believed my previous courses completed would qualify for a standard license, and was ultimately granted an out-of-state teaching license by the state of Montana toward the end of my two-year probationary period with Arkansas. I registered my Montana license with the state of Arkansas through reciprocity and was granted a standard teaching license with Arkansas in or around the summer of 2003. Subsequently, I was informed Montana issued my license in error, and rescinded the license until additional requirements could be completed. I was given notice by the Arkansas Department of Education that action would be taken against my Arkansas-issued license and that before any action could be taken I had a right to a hearing.



4. I attended the Arkansas Department of Education Board of Education meeting on March 8, 2004, where the status of my license was considered. I had an attorney present and we were prepared to present my case before the State Board as to why additional time was needed for me to complete all requirements for a standard license to be issued. We were not given the opportunity to speak or present evidence at the meeting before a vote was taken to revoke my provisional license.

5. Ten years have passed and I now maintain a teaching license with the State of Nevada, a standard secondary 7-12 license with a physical education endorsement. It was my intent to register my Nevada teaching license with the State of Arkansas, but I was recently informed a 2004 vote by the Arkansas Board of Education to revoke my license was permanent. I was not aware of this in 2004.

6. I do not have a criminal record and can think of no other reason I would not qualify to have my Nevada license registered with Arkansas through reciprocity provisions. If the Arkansas Department of Education is able to issue me a teaching license, I plan to seek employment with a public school in the Jefferson County area.

FURTHER, AFFIANT SAITH NOT.



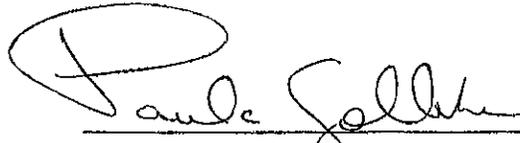
Leon Harris, JR.

DATE: 4-22-15

VERIFICATION

STATE OF ARKANSAS)
) SS
COUNTY OF PULASKI)

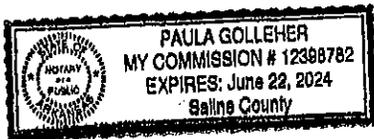
SUBSCRIBED AND SWORN to before me, a Notary Public, this 23rd day of April, 2015.



NOTARY PUBLIC

MY COMMISSION EXPIRES:

6-22-2024
(SEAL)



LEON HARRIS, JR.

P.O. Box 56
Sherrill, Arkansas 72152
Home: 870-766-4242
Mobile: 870-489-2048
Email: leon.h@sbcglobal.net

PROFESSIONAL PROFILE

Current Position: Owner Pap's Food Center.
214 E. Main St.
Sherrill, AR 72152

Owner Harris Farms, Inc.
P. O. Box 56
Sherrill, AR 72152

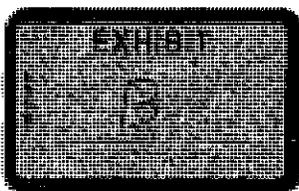
Educational Data: 1988 Wabaseka High School
Wabaseka, Arkansas

1991
Mississippi County Community College
Blytheville, Arkansas
General Studies

2002
Philander Smith College
Little Rock, Arkansas
Bachelors of Arts – Physical Education

Professional Organizations: NABC (National Association of Basketball Coaches),
AAHPERD (American Alliance for Health, Physical
Education, Recreation and Dance)

Teacher License: STANDARD (Secondary 7-12) PHYSICAL EDUCATION



WORK EXPERIENCE

- 2014- Present Volunteer Asst. Basketball Coach Arkansas Raising Stars AAU
9-10 under Boys National Team- Pine Bluff, AR**
Responsibilities:
Recruiting, scouting, individual work-out, on floor coaching,
Scheduling travel arrangements
- 2011-2013 Volunteer Head Men's Basketball Coach Shorter College
North Little Rock, AR 72114**
Responsibilities:
Budget planning, fundraising, sponsorships, recruiting, game scheduling
- 2010-2011 Associate Head Men's Basketball Coach, Lane College
NCAA II Men's - Jackson, TN**
Responsibilities:
Recruiting, scouting, individual work-out, on floor coaching,
Scheduling travel arrangements
- 2007-2010 Volunteer Asst. Basketball Coach, Arkansas Hawks AAU
17-under Boys National Team - Little Rock, AR**
Responsibilities:
Recruiting, scouting, individual work-out, on floor coaching,
Scheduling travel arrangements
- 2007-2008 Educational Specialist -- Physical Education, Hope Academy Charter School
Pine Bluff, Arkansas**
Responsibilities:
Scheduling, Lesson Plans, Teaching Physical Education
- 2005-2006 Associate Head Men's Basketball Coach, Arkansas Tech University
Russellville, Arkansas**
Responsibilities:
Pre-season conditioning, weight lifting,
Individual work out player development, academic monitoring,
Film exchange, recruiting and scouting
- 2005-2005 Associate Head Men's Basketball Coach, Fort Scott Community College
Fort Scott, Kansas**
Responsibilities:
Pre-season conditioning, Weight lifting, academic monitoring,
Player development, working with perimeter players.
- 2004-2005 Associate Head Men's Basketball Coach, Lake Region State College
Devil's Lake, North Dakota**
Responsibilities:
Pre-season conditioning, weight lifting, individual work out, player
development, Film exchange, recruiting and scouting, academic
monitoring

- 2001-2003 Head Senior Boy's Basketball Coach Altheimer Unified School District Altheimer, AR**
 A two-year record of 66-3
 Two conference Championships (2002, 2003)
 Two District Championships (2002, 2003)
 Two Regional Championships (2002, 2003)
 2003 Class AA State Championship
Responsibilities:
 CPR Training, off-season conditioning, academic monitoring
 Scheduling, development of lesson plans for daily
 Teaching of Physical Education Classes
- 2001-2003 Head Coach Junior High Basketball Team, Altheimer, AR**
 A two year record of 32-8
 2003 Conference Championships
 Two District Championships (2002 and 2003)
Responsibilities:
 CPR Training, off-season conditioning, academic monitoring
 Scheduling, development of lesson plans for daily
 Teaching of Physical Education Classes
- 2000-2001 Volunteer Associate Head Men's Basketball Coach, Arkansas Baptist College, Little Rock, AR**
Responsibilities:
 Pre-season conditioning, weight lifting, Individual work out player development, Film exchange, recruiting and scouting academic monitoring
- 1999-2001 Head coach of the Arkansas Heat, Amateur Athletic Union**
 Team made appearance in State Championship in only two years of existence
 Two appearances in the National AAU Tournament
 Runner-up in the NBA League at the Great American Shoot-Out in Denton, Texas (2000)
 Fund Raising, recruiting and scouting, player development
- 1991-1997 Assistant Counselor, England Living Center**
 Work with youth adults on various life skills and training,
 Physical activity development

BASKETBALL PLAYING EXPERIENCE

Mississippi County Community College	Two-Year Letterman and All Conference
Wabbaseka High School	Three-Year Letterman (Led High School to Class A State Championship) 1986 Two-time All Regional, Two-time District MVP, All State, Team MVP

COACHING ACCOMPLISHMENTS:

Served as Head Coach for the First Annual Southeast Arkansas All-Star Game – 2003

Served as Head Coach for the First Annual NWPBL Arkansas College All-Star Game – 2007

Named Class 6AA Conference Coach of the Year 2001-2003

Twenty players signed with Division I and II programs

2010-2011 Lane College Men's Basketball team won the overall **SIAC Conference Academic Award**, three players were selected first team all academic with an average GPA of 3.8.

COMMUNITY ACHIEVEMENTS

2010 Reopened Community IGA Store (Sherrill, AR)

CAMPS

2012 Shorter College Basketball Camp Director

2007 Pine Bluff Armadillos Basketball Camp Director

2003 University of Arkansas at Monticello Summer Basketball Camp

2003 Ole Mississippi University Summer Basketball Camp

2003 University of Arkansas at Pine Bluff Summer Basketball Camp

PERSONAL/PROFESSIONAL REFERENCES

Mr. Marvin Walker
Information Technology Project Manger
114 Silver Cove White Hall, AR 71602
Phone: 870-692-4713

Ms. Alice Moss
Culinary Arts Teacher
Southfield High School
Farmington Hills, MI 48331
Phone: 870-692-7842

Mr. Arthur Cheers
CEO of Cheers Trucking Co.
138 Hillcrest Cove
Marion, AR 72364
Phone: 919-448-8236

Mr. Rick McCormick
Southwest Hoop Inc.
Warner, OK 74469
Phone; 214-476-2243

Judge John Kearney
City Circuit Judge
P.O. Box 8276
Pine Bluff, AR 71611
Phone: 870-643-5843

Mr. Mark Bradley
Professional Football Player(NFL)
1000 Lake Carolyn pkwy
Irving TX, 75039
Phone: 972-822-3566



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501
 HELENA MT 59620-2501
 www.opi.state.mt.us
 (406) 444-3095
 866-231-9393
 (406) 444-0169 (TTY)

Linda McCulloch
 Superintendent

RECEIVED

NOV 21 2003

Prof. Licensure

Sent By Certified Mail, Return Receipt Requested

November 13, 2003

Leon Harris, Jr.
 201 South Mills
 Sherrill, AR 72152

Dear Mr. Harris:

Through an internal audit, it has come to the attention of the Montana State Educator Licensure Division that your Montana Class 2 Educator's License was issued in error.

Montana law provides that the State Superintendent shall not issue an Educator License to any person who does not satisfy the qualifications of the Montana Administrative Rules for licensure. Your completion of a Bachelor of Arts with a degree in physical education is not equivalent to the Montana Class 1 or Class 2 program requirements. Pursuant to Administrative Rule 10.57.412, you must provide verification of training in both elementary and secondary curriculum to include student teaching.

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) To obtain an elementary endorsement, an applicant must provide verification of completion of an accredited elementary teacher education program to include student teaching or university supervised teaching experience.

(2) To obtain a secondary endorsement the applicant must provide verification of at least:

(a) 16 semester credits in a professional educator preparation program, including student teaching or an appropriate college waiver; and

(b) 30 semester credits in an approved major and 20 semester credits in an approved minor; or

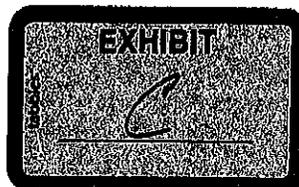
(c) 40 semester credits in an extended major.

(3) To obtain a K-12 endorsement, the applicant must provide verification of training in both elementary and secondary curriculum.

(4) Subject field endorsement must be in areas approved for endorsement by the board of public education. (History: Sec. 20-4-102, MCA; IMP, Sec. 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02.)

Your transcript does not verify program completion or student teaching. Therefore, we are going to rescind your Class 2 license and issue you our Class 5 Alternative License.

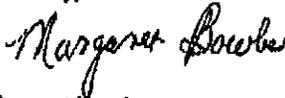
"It is our mission to advocate, communicate, educate and be accountable to those we serve."



Leon Harris
Page 2
November 13, 2003

Based upon your posted degree and completion of at least six semester credits in education, you do qualify for our Class 5 Alternative License. Included with this letter, is a Plan of Professional Intent that outlines the program completion that is mandatory for the Class 2 license. Upon receipt of your signed and dated Plan of Professional Intent, our office will issue your Class 5 Alternative License.

Sincerely,



Margaret Bowles
Educator Licensure Manager

Enclosures
Plan of Professional Intent

Cc: Cathy Warbank
Ron Tolson

RECEIVED
NOV 21 2003
Prof. Licensure



Linna McIndoch, Superintendent
 Montana Office of Public Instruction
 PO Box 202501
 Helena, MT 59620
 www.opi.state.mt.us
 ATTN: Educator Licensure

CLASS 5 RECOMMENDATION AND PLAN OF PROFESSIONAL INTENT

(Section 20-4-106(e) and ARM 10.07.424)

Class 5 Alternative Recommendation

I hereby certify that (name) Leon Harris, Jr.

has met the following minimum requirements for the Montana Alternative Licensure as set forth by the Montana State Board of Public Education:

- Bachelor's Degree Planned 5th-Year Program Master's Degree
- Elementary level requires completion of elementary method courses in the teaching of reading/language arts, arithmetic, social science, human growth and development, and completion of 6 semester credits in a planned program of professional teacher preparation. (If course work is not identifiable by course title(s), official course description(s) or a letter from the appropriate official must be attached.)
- Secondary level requires completion of 6 semester credits in a planned program of professional teacher preparation and 30 semester credits in an area offered for endorsement.

List teaching field(s): _____

List K-12 teaching field(s): PE/Health

List administrative field(s): _____

Signature: Bekki J. Flanagan Printed Name: Bekki J. Flanagan Phone: 408-444-3150
 Title: Licensure Specialist Institution: Office Of Public Instruction Date: 11-18-03
 (Appropriate Licensure Official)

Plan of Professional Intent (To be signed by applicant):

The Class 5 Alternative License is a non-renewable license. During the three-year period of this license, you must meet the following requirements. Upon completion of these requirements you will be eligible for the Class 2 license.

1. Verify completion of a college-approved secondary teacher education program to include student teaching from an NCATE or state board accredited institution;
2. Verify completion of a college-approved K-12 PE/health broad teaching major of 40 semester credits.

(Understand that: 1) the Class 5 Alternative License is a non-renewable license; 2) on completion of the Plan of Professional Intent, I will qualify for full licensure. Keep a copy of this plan for your records.)

(Applicant's Signature)

(Date)

NOTES:

Dear Leon -

During the three year term of this license you will need to complete the deficiencies listed above in order to receive a full license (Class 2 Standard license). Please sign and date this plan of professional intent and return. Upon receipt we will issue your Class 5 Alternative license. If you have any questions, I can be reached at 408-444-3150. Thank you.

Sincerely,
 Bekki J. Flanagan

RECEIVED
 NOV 21 2003
 Prof Licensure

03/03



Arkansas Department of Education

#4 Capitol Mall, Little Rock, AR 72201-1071

501-682-4475

<http://arkedu.state.ar.us>

November 20, 2003

TOM COURTWAY
Interim Director

State Board of Education

JoNell Caldwell, Chair
Little Rock

Shelby Willman, Vice Chair
Carlisle

Sherry Burrow
Jonesboro

Luke Cordy
Van Buren

Calvin King
Marionna

Randy Lawson
Bentonville

Maryana Robick
Pine Bluff

Joanna Westmoreland
Arkadelphia

Mr. Leon Harris, Jr.
201 South Mills
Sherrill, AR 72152

Re: Status of Teaching License

Dear Mr. Harris:

This letter is being sent to you to inform you that it is the intent of the State Board of Education (Board) to take action concerning the revocation of your Arkansas Standard Teaching License (License).

Pursuant to Arkansas Code Annotated (ACA) Section 6-17-410, Subsection (e)(2)(H), the Board intends to consider the revocation of your License for the following cause:

Failing to establish or maintain the necessary requirements and standards set forth in Arkansas law or state board rules and regulations for teacher licensure.

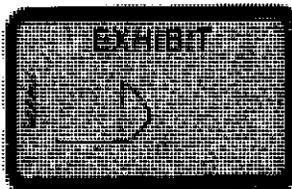
Specifically, as your License was granted pursuant to reciprocity provisions, it is alleged by the Department of Education that you are no longer eligible to hold a standard license as the out-of-state teaching License (Montana) that you were issued has been rescinded as it was issued in error.

ACA Section 6-17-410, Subsection (e)(1) provides that you have the right to request a hearing before the Board before it takes any action concerning the status of your license.

To invoke the above right, you must send to this office your written request for a hearing. The request must be received by this office no later than thirty (30) days from the date on which you receive this letter.

Sincerely,

Scott Smith
General Counsel



Minutes
State Board of Education
Monday, March 8, 2004

The State Board of Education met on Monday, March 8, 2004, in the Auditorium of the State Education Building. JoNeil Caldwell, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: JoNeil Caldwell, Chairman; Shelby Hillman, Vice-Chairman; Sherry Burrow; Luke Gordy; Dr. Calvin King; Randy Lawson; MaryJane Rebick; Diane Tatum; and Dr. Jeanna Westmoreland.

No Board members were absent.

Ms. Caldwell stated that she was pleased to open the meeting by recognizing teachers who have received awards for excellence from the Milken Family Foundation. She recognized Janinne Riggs, coordinator of the Milken Awards program for Arkansas, who reviewed the Foundation's criteria for selection of the awardees. Ms. Riggs also welcomed previous recipients of the award who were present. Ms. Caldwell presented trophies to Kristy Kidd, Dunbar Magnet School, Little Rock Public Schools and Melissa Miller, Farmington School District. She also noted that these recipients would be further honored at a national convocation in Washington, DC, later this year at which time they will receive cash awards in the amount of \$25,000 each.

Interim Director's Report

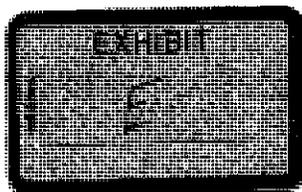
Mr. Courtway reminded Board members that April 1, 2004, is the deadline for the State to receive proposals from the 57 school districts with fewer than 350 students, which are required to administratively consolidate or annex under the provisions of Act 60 of 2003 2nd Extraordinary Session of the Arkansas 84th General Assembly. He noted that the Board has major responsibility for reviewing these petitions. He affirmed that these are unprecedented times for education in Arkansas and for the extraordinary responsibility placed on the Board by this legislation.

Consent Agenda

Ms. Shelby Hillman moved that minutes from three special Board meetings (February 27, 2004, March 1, 2004 and March 4, 2004) be added to the consent agenda for consideration. Dr. Westmoreland seconded the motion. The motion was adopted unanimously.

Ms. Hillman moved approval of the Consent Agenda as amended. Mr. Gordy seconded the motion. The motion was adopted unanimously.

- o Minutes – February 9, 2004



- Minutes – February 27, 2004
- Minutes – March 1, 2004
- Minutes – March 4, 2004
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations

Action Agenda

Act 1738 of 2003 Exemptions

Patricia Martin was recognized to present this item. Ms. Martin stated that one school district proposal was presented for consideration. She reported that the proposal had been reviewed by staff and deemed to meet all criteria for approval. Ms. Rebick moved approval of the proposal as presented. Ms. Hillman seconded the motion. The motion was adopted unanimously.

Report of Waivers to School Districts for Teachers Teaching Out-of-Field for longer than Thirty (30) Consecutive Days, Act 1623 of 2001.

Dr. Charity Smith was recognized to present this item. Dr. Smith highlighted the number of proposed waiver requests and stated that none were from districts in academic or fiscal distress. Ms. Rebick asked how, or if, school districts know of highly qualified teachers who might be available to fill those positions. Dr. Smith noted that currently the only way the Department knows if a highly qualified teacher has been employed is through on-site monitoring or review of accreditation reports, which will not be completed until May.

Ms. Hillman observed that during school year 2002-2003, it was determined that a large number of waivers were requested because of the long time it took to complete the certification process. She noted that the persons for whom the waiver requests were made met the qualifications for licensure, but the final documents had not been delivered. She asked if this continued to be a problem area for the current school year. Dr. Smith responded that great progress had been made in the Department's ability to issue licenses, the backlog of work has been cleared, and currently the Department responds to licensure requests within ten days.

Ms. Rebick moved approval of the waiver requests as proposed. Mr. Gordy seconded the motion. The motion was adopted unanimously.

A complete transcript of deliberation pursuant to Action Items A – 3 through A – 6 was prepared by a court reporter. The reader may refer to that text, which is available upon request from the State Board of Education liaison office. These Minutes contain only the actions taken by the Board on these issues.

Renewal Application: Open Enrollment Charter School : Benton County School for the Arts

Dr. King moved to table consideration of the continuation application until the Charter School submits additional documentation concerning audit reports, loans secured locally, and revision of achievement goals consistent with No Child Left Behind and state performance standards. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Renewal Application: Open Enrollment Charter School: Academics + (Maumelle)

Dr. King moved to table consideration of the continuation application until the Charter School submits additional documentation concerning audit reports, loans secured locally, and revision of achievement goals consistent with No Child Left Behind and state performance standards. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Department staff was directed to work with these schools to update the proposal consistent with the motion and have the revisions prepared and submitted prior to Friday, March 12, 2004.

Renewal Application: Conversion Charter School – Blytheville Charter School and Alternative Learning Center

Ms. Hillman moved to extend this Charter for one year. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Conversion Charter School Applications

Mr. Gordy moved that each of these applications be considered independently. Ms. Hillman seconded the motion. The motion was adopted unanimously.

Cabot School District

Mr. Gordy moved that Cabot School District Conversion Charter School proposal be approved. Ms. Hillman seconded the motion. The motion was adopted unanimously.

Emmet School District

Mr. Gordy moved to deny the Emmet School District Conversion Charter School proposal. Ms. Hillman seconded the motion. The motion was adopted unanimously.

Vilonia School District

Mr. Gordy moved approval of the Vilonia School District Conversion Charter School proposal. Dr. King seconded the motion. The motion was adopted unanimously.

Teaching License – James Smith

Ms. Rebick moved permanent revocation of the license. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Teaching License – Gregory Seawood

Ms. Rebick moved the request for renewal not be granted and that Mr. Seawood never be granted an Arkansas teaching license. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Teaching License – Leon Harris, Jr.

Mr. Gordy moved to permanently revoke the license. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Other Business

Ms. Caldwell named the Nominating Committee and requested that they prepare a slate of officers for the 2004-2005 fiscal year and that the Committee make its initial report at the May meeting. Members of the committee are: Shelby Hillman, Chair; Diane Tatum; and Dr. Jeanna Westmoreland.

Ms. Rebick informed the Board that the U.S. Department of Education is convening a national symposium on technology and accountability as related to No Child Left Behind in St. Louis on March 10-12, 2004. She indicated her desire to attend that conference and requested she be designated as a representative of the Board and be reimbursed for expenses. Ms. Caldwell reminded Board members that previous action by the Board restricted travel except when it was approved by Board action. Mr. Lawson moved that MaryJane Rebick be designated to represent the Board at the St Louis conference. Mr. Gordy seconded the motion. The motion was adopted unanimously.

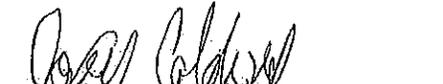
Ms. Caldwell requested that staff prepare a policy statement that could be considered by the Board at its April meeting that would establish guidelines for approval of official travel by the Board.

Ms. Hillman moved adjournment. Dr. Westmoreland seconded the motion. The motion was adopted unanimously. The meeting adjourned at 11:45 a.m.

The minutes were recorded and reported by Dr. Charles D. Watson.



Tom Courtway, Interim Director



Joyell Caldwell, Chair



Arkansas Department of Education

#4 Capitol Mall, Little Rock, AR 72203-1071

501-682-4475

<http://arkedu.state.ar.us>

TOM COURTWAY
Interim Director

State Board of Education

JoNell Caldwell, Chair
Little Rock

Shelby Hillman, Vice Chair
Carlisle

Sherry Burrow
Jonesboro

Luke Gordy
Van Buren

Calvin King
Marianna

Randy Lawson
Bentonville

MaryJane Rebick
Little Rock

Diane Tatum
Pine Bluff

Jeanna Westmoreland
Arkadelphia

March 17, 2004

John L. Kearney
Attorney at Law
P. O. Box 8276
217 W. Barraque Street
Pine Bluff, AR 71611-8276

Re: Revocation and Rescission of Teaching License -
Mr. Leon Harris, Jr.

Dear Mr. Kearney:

I am writing concerning the hearing by the Arkansas State Board of Education on the revocation of your client, Mr. Harris', teaching license. The State Board voted at its meeting on Monday, March 8, 2004, to revoke Mr. Harris' license, with the license being rescinded effective August 27, 2003. Specifically, action was taken on Mr. Harris' license based upon a finding of cause pursuant to Ark. Code Ann. § 6-17-410 (e)(2)(II):

Failing to establish or maintain the necessary requirements and standards set forth in Arkansas law or state board rules and regulations for teacher licensure.

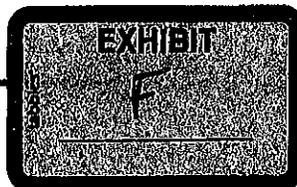
If you have any further questions, please feel free to contact the attorney's office at 501-682-4227 at your convenience.

Sincerely,

Tripp Walter

Tripp Walter
Staff Attorney

cc: Ron Tolson



State of Nevada

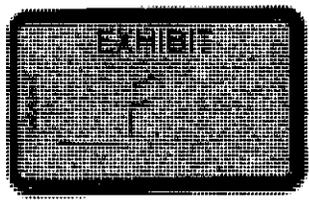
License for Educational Personnel

License No. 0000096139

This License Certifies That
Leon Harris Jr.

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
STANDARD	SECONDARY	7-12	PHYSICAL EDUCATION(1/25/2013)	12/10/2020	



Paul A. Shapiro
State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

teachers.nv.gov